

PUBLIC SCHOOLS
DISTRICT
OF
COLUMBIA
1879-'80.

SIXTH REPORT
OF THE
BOARD OF TRUSTEES
OF
PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA,

1879-'80.

WASHINGTON:
THE GLOBE PRINTING AND PUBLISHING HOUSE.
—
1881.

*Charles Sumner School
Museum and Archives*
ARCHIVES OF THE PUBLIC SCHOOLS
OF THE DISTRICT OF COLUMBIA

IN BOARD OF TRUSTEES OF PUBLIC SCHOOLS,
November 9, 1880.

MR. BROWN offered the following, which was adopted :

Resolved, That by the authority of the Honorable Commissioners of the District of Columbia, the Committee on Annual Report be directed to have printed, for the use of the Commissioners of the District of Columbia and the Board of Trustees of Public Schools, two thousand copies of the Annual Report of the Public Schools of the District of Columbia, 1879-80.

Attest :

JOHN H. BROOKS,
Secretary.

REPORT
 OF THE
 Board of Trustees of Public Schools
 OF THE
 DISTRICT OF COLUMBIA,
 FOR THE
 SCHOOL-YEAR ENDING JUNE 30, 1880.

*To the Honorable the Commissioners
 of the District of Columbia :*

The undersigned have the honor to submit, herewith, the report of the Board of Trustees of Public Schools for the year ending June 30, 1880.

There were disbursed on account of the Public Schools of the District of Columbia, during the past year, the following sums of money:

Salaries of Teachers and Superintendents.....	\$287,871 74
Salaries of janitors and sweeps.....	19,374 37
General supplies.....	11,993 45
Repairs.....	25,637 38
Heating apparatus.....	3,907 84
Fuel.....	7,591 04
Rent.....	29,299 30
Insurance.....	404 72
Printing.....	2,064 42
Miscellaneous, including salaries of clerks.....	4,073 77
Total.....	392,218 03
Permanent improvements, (sites, buildings, and furniture,).....	46,349 39
Grand total.....	\$438,567 42

Whole number of pupils enrolled in the Public Schools during the year, 26,419.

Average number of pupils enrolled, 21,580.

Cost per pupil, based on average enrolment, \$18.17.

Whole number of Teachers employed, 433.

Average salary per Teacher, \$653.40.

Nearly three years have elapsed since the act providing a permanent form of government for the District of Columbia went into effect, and since the reorganization of the Board of School Trustees was by virtue of its provisions accomplished.

The statute abolished all the subordinate co-ordinate bodies or boards of the former municipal, or, as it was called, "Territorial" Government, and provided for the appointment by the Commissioners of the District of Columbia of nineteen persons, actual residents thereof, clothing them with the same powers and subjecting them to the same duties as had been exercised and performed by their predecessors. This in a measure created a circle within a circle, and occasionally some friction has resulted between the Commissioners and the Board of Trustees, incident to a difference of construction of the statute, but all difficulties have disappeared before the concessions made on the part of a majority of the Trustees to the honesty of conviction and purpose on the part of the Commissioners.

A brief resumé of the principal acts of the new Board of Trustees is an essential element in considering what it has done as prefatory to what it may do in the interest of education at the Capital of the country.

The first steps taken upon organizing, August 2, 1878, was to confirm the appointment of Supervising Principals and Teachers for the ensuing year, made June 25, 1878.

The question raised respecting a change of text books was not so speedily or harmoniously settled, since that peculiar plant indigenous to American soil, the book agent, had come from abroad and imparted a spice of his militant spirit to more than one Trustee. The result was the characteristic warm, but amiable contest over arithmetics, concluding in the retention of the Davies' series.

The next question of interest in the Board was incident to the eligibility of its President to membership on account of citizenship in the State of Massachusetts. A communication from the Commissioners informing the Board of the revocation of that gentleman's appointment, and the substitution of William J. Rhees, Esq., was received, occasioning a fresh organization of the Board, which was effected harmoniously by the election of Mr. W. W. Curtis, President, and Mr. John H. Brooks, Secretary.

The yellow fever, that periodical scourge of the South, was raging at this time, September 10, 1878, and a resolution was passed calling upon all interested in the Public Schools to contribute to the relief of their suffering fellow-citizens. A prompt and generous response was made by the children and teachers, and one of the practical lessons of public school ethics was implanted in soil that welcomed the seed.

The most important act of the Board of Trustees since its organization, August 2, 1878, was the adoption of amendments to Articles IV and V of the By-Laws. These amendments consisted of a series of provisions and safeguards thrown around the examinations of applicants for teacher-ships and promotions. They were prepared by Charles E. Hovey, Esq., of the old Board of Trustees, and in addition to providing a philosophical and uniform rule for examination of candidates, they secured impartiality on the part of the examiners, independence on the part of the Trustees, and provided scholarship as a basis of admission as an instructor, leaving to time—the only test—to determine respecting the possession of those other essential qualifications whose possession or want trial alone can discern.

The amendments have been an impassable barrier to the entrance into the profession of teacher of many applicants, who, together with their friends, regard public schools as an asylum for the maintenance of such as have more influence than means, more friends than abilities.

The value of these provisions for examination received the first testimony in their favor shortly after their adoption. A communication from Supervising Principal A. T. Stuart had

been received asking for an investigation respecting an alleged error in his marking of a candidate at a previous examination. It appeared, after inquiry, that a member of the old Board had undertaken to correct the conclusions of this examiner, and by deciding upon a change in a decimal mark tided a rejected applicant over the Rubicon. The Committee on Teachers investigated the subject and the examination papers of the applicant and affirmed Mr. Stuart's marking, at the same time vindicating him from a charge involving either extreme carelessness or ignorance. Errors of this character are provided against in the future, and the Board can congratulate itself upon the possession of a method of examination, which not only secures the strictest impartiality, but leaves no room for suspicion upon the part of the class of chronic fault-finders that infest every school community.

The reorganization of the Board was early sized upon as a favorable opportunity by some misinformed individuals to file charges against the management of the Colored Schools. At the request of Mr. John H. Brooks, one of the Trustees representing that Division, the subject was referred to a committee consisting of three Trustees of the White Schools, who closed an elaborate and exhaustive report with this assuring and encouraging finding: "Your committee finds nothing in the management of the schools of this Division which indicates other than a faithful and zealous discharge of duty by its Superintendent and the members of its Sub-Board."

BUILDINGS.

One of the first tasks of the Board was to exert itself in favor of appropriations for the purchase of sites and the erection of suitable buildings. The numerous rooms rented at extravagant rates, their unfitness for the purpose in the special requirements of light and ventilation, were arguments which addressed themselves favorably to Congress, and the Board succeeded in obtaining appropriations for the building of the Force and Peabody school-houses, which were occupied on the first of the present year. There was some conflict of views in the Board and with the Commissioners touching

plans, but these questions yielded to the common object of all, and the schools of the First and Third Divisions are occupying the two twelve-room buildings, while another for the White Schools and one for the Colored Schools are under process of erection. The former is planned after the "Henry Building," or miniature model, which was an element of our contribution to the Paris Exposition. Two small school-houses have also been built for the County Schools.

In the meantime the increase of school population has necessitated the continued occupation of hired rooms, some of which have been condemned by the Health Officer.

With the exception of the Henry Building, in process of erection, no advance has been made in school architecture, and in the opinion of the Board the placing of the water-closets in the basements of the Force and Peabody Buildings is a retrograde and very objectionable movement.—See Minutes '79-80, pp. 8-9.

There is especial need—greater now than ever—for a High School building. The Commissioners, who came to the aid of the Board, and dedicated a part of square 446 for the Henry Building, also, it is, believed, are in sympathy with the effort to obtain the remainder of that square for a High School site, as well as to the dedication of the Washington City School Fund, amounting to about \$70,000, for the erection of a building.

In no city north or south of Washington have the interests of the High School been so neglected. The accommodations for pupils have been and are inconvenient and insufficient; a very limited number only of pupils can be transferred from the Eighth Grade schools, and the salaries of principals and assistants are far below the average throughout the country.

SUPERVISING PRINCIPALS AND TEACHERS.

The Supervising Principals as a class are a faithful, over-worked and under-paid body, when their jurisdiction and duties are taken into consideration. This is especially the case in the Second Division, whose geographical area is so

extensive and schools so numerous. On the 8th of October, 1878, Trustee Lloyd, of the Fourth Division, offered a resolution looking to the re-districting of the schools, and although the matter has been since frequently discussed, nothing practical has been accomplished. The corps of Teachers on the whole are deserving of most favorable consideration for their efforts to raise the standard of education at the Capital, and have generally, it is believed, labored faithfully for the improvement of themselves in their profession and their schools in the commendable rivalry for solid results.

The neglect of supervisors and the incapacity of teachers furnish the foes of the Public-School system with their ammunition. The remarkable report of Mr. Walton on the schools of Norfolk County, Massachusetts, supplying the common schools of the common schools with new inspiration for old common places about the utter failure of the system, shows that neglectful supervision and machine-teaching are at the bottom of whatever evils creep into the system, and which are considered by the enemies of the system as its inseparable incidents.

Selfishness, in the absence of professional pride, appeals to every teacher to save from unpopularity an institution with which they have identified their lives and fortunes. Those who have an *esprit du corps*, who recognize the nobility of their calling, and the responsibility of the situation, must feel that the neglect of others requires more from them, and we believe that they are responding to the demand.

Teachers may be divided into three classes: First, those who have graduated at Normal Schools, and who, by applying and improving upon the instruction received at such institutions, have progressively developed in their personal and professional characters; second, those who have not graduated at Normal Schools, but whose natural ability, supplemented by conscientious observation, independent study, and ambitious industry, has lifted them into the front ranks of professional teachers; and third, those who have entered the lists for a livelihood, who are content to stay to-morrow where yesterday found them, who point to percentages as the vin-

dication of the superiority of "cramming" over the philosophical methods, and who regard their monthly check as the endorsement of their success and the token of their equality with their fellow-teachers.

We believe that the broad spirit of the profession is beginning to thoroughly pervade our different grades. Some of the teachers, we are informed, have formed classes for special instruction in elocution, mathematics, and the natural sciences, and the grade meetings, under the supervision of the Superintendent, have been faithfully attended and been characterized in many instances by the exhibition of the highest talent, and shown encouraging evidences of industrious and original preparation.

THE NORMAL SCHOOL.

Every report of every educator points to the Normal Schools of the country as the hope and reliance of the Public-School system. Every investigation into charges made against the system realizes how its popularity, its growth, and development depend upon educated teachers. The importance and value of such an institution to the rest of the system are being illustrated by our daily experience and the comparison which it affords.

The Normal School rests upon a great moral basis, and those interested in the obligations and missions of the Public-School system recognize it. Childhood appeals for protection from ignorance as much as it does for protection against cruelty. Trustees and others who undertake to act as the agents for society, government, and parents, as guardians of their children, are inexcusable if, in the selection of teachers, they do not provide the best; and the surest way of procuring good teachers is to educate them ourselves. This right of childhood, duty of Trustee, and method of recognizing the one and performing the other, clash, it is true, with the selfish interest of some and the anti-progressiveness of others. It is true also that they often retire the old teacher who has survived her usefulness, but not the respect due to her past services. This seems a hardship, and so it impressed Robert

Southey over forty years ago, when the rights of children began to be recognized in England. His lament will awaken an echo in many a heart that forgets that the helplessness of childhood is supplemented by years to come of possibilities for good or evil, and that the helplessness of old age awaits upon the release of death and the repose of the grave. He says: "The village schoolmistress, such as Shenstone describes in his admirable poem, and such as Kirke White drew from the life, is no longer a living character. The new system of education has taken from this class of women the staff of their declining age, as the spinning-jennies have silenced the domestic music of the spinning-wheel. Both changes have come on unavoidably in the progress of human affairs."

But the village schoolmistress is a living character, and the dilemma is too often presented of comparing and deciding between the intellectual activity of from forty to sixty young minds, and the repose and peace of one venerable, respected, beloved, but superannuated teacher.

The situation is a trying one, but the responsibility for the precious hours of a childhood which unfortunately is so often too soon sent into the world to labor and struggle for material existence, weighs the balance to the side of those whose helplessness is that of infancy, and whose brains and hearts belong in a measure to society, that pays for their education and development.

Bacon's maxim of reform was "Let a living fountain flow into the stagnant waters." Our Normal School is that fountain—to supply every year a fresh band of educated and enthusiastic young teachers. Its capable and industrious Principal not only devotes her energies to those under her special charge, she meets their predecessors in classes and as individuals, encouraging and aiding them in their efforts.

In conclusion we would commend to the Board the propriety of increasing the number of the class, and of affording Miss Smith additional aid.

THE MINER NORMAL SCHOOL.

This school, which bears the same relation to the Colored schools that the Washington Normal School does to the

White schools, owes its present existence and efficient organization in the main to the efforts of Mr. John H. Brooks, Trustee of the Seventh Division, who brought about a conference between the Trustees of the Miner Fund, and the Trustees of this Board, which resulted in realizing the philanthropic intention of Miss Miner, by securing to the colored people higher education and securing to our Colored schools competent instructors of their own race.

We express the belief and hope that the Miner Normal School, whose first year has proved so successful under the earnest and faithful charge of its Principal, Miss Martha B. Briggs, will eventually not only supply the Colored schools of the District with educated and earnest teachers, but that it will in a measure contribute to supply the demand of the South for colored teachers for the colored race.

That section offers a glorious field for missionary work for those who appreciate the blessings they have received and wish to distribute their fruits among their needy and less fortunate fellow-beings.

Superintendent Cook, of the Seventh Division, and its Sub-Board, have labored faithfully to harmonize its schools, Primary, High, and Normal, with the whole system, and their efforts have been crowned with that encouragement which is an educator's highest and most satisfactory reward.

THE HIGH SCHOOLS.

The standard of these schools has been advanced, additional assistants of a high order of education and ability have been engaged, and the progress made has been most satisfactory.

More attention is being given to English literature than it formerly received, and the foundation of a broader culture is thus being laid.

We feel called upon to refer again to the want of a High School building, as better accommodations would in many respects contribute to the advancement of the interests of High School education at the Capital. But until these are obtained we do not think it necessary to submit any sugges-

tions for enlarging the scope of its mission—either as to the numbers of the scholars or the course of study.

TEXT-BOOKS AND COURSE OF STUDY.

The action of the Board, June 10, 1879, in establishing half-day schools only for pupils of the First and Second Grades, has been endorsed by the results of the experiment.

The recent changes in text-books were confined to the substitution of Davies & Peck's series of arithmetics for Davies' series—a substitution which seems to have given general satisfaction to the teachers, and which we believe to be beneficial in all respects; and the Elementary Lessons in English, by Prof. Whitney and Mrs. N. L. Knox, has been substituted for Hadley's Lessons in Language, with satisfactory results.

The introduction of a few classics of English literature, as occasional readers in the elementary Grades, has in its benefits surpassed the most sanguine expectations. The method of using them has contributed not only to improve the reading of the pupils, but has added thought and style to their compositions.

MISCELLANEOUS.

The Board has accomplished some missionary work by establishing, upon the urgent request of Mr. W. W. Curtis, Trustee of the Fifth Division, a school at the Industrial Home, and through Mr. John H. Brooks, of the Seventh Division, one at the Home in charge of the Association for the Relief of Destitute Women and Children.

The progress made in drawing has been very praiseworthy, both on the part of pupils and teachers, and the study is for the first time in the hands of the teachers themselves, the special instructors in that branch confining themselves to instruction in the High and Normal Schools and to the Teachers' classes.

Good writing is a noticeable feature in our schools, and it is due to the special interest taken in that branch by the Superintendents.

The recent concerts given by two of the Divisions afforded gratifying evidence of the progress made in music, and the pleasure afforded to large audiences testified to the appreciation of the parents of the children and the friends of the schools, of this study, which is restful, refining, and also profitable—since from it the schools have derived their only income for the purchase of many necessary books of reference, as well as their pianos.

The resolution of the Board to erect a monument over the grave of the late W. W. Seaton, Esq., as an expression of grateful respect for his life and memory, will, we are assured, meet with a warm response from the pupils and the public. Mayor of Washington City, President of the Board of Trustees of the Public Schools, associate Editor, with Mr. Joseph Gales, of the *National Intelligencer*, he lived a life of usefulness to his country, its capital, and its Public Schools, and it seems peculiarly proper that they who are now enjoying the fruits of his unselfish life should pay this respect to his memory.

Nothing, we regret to say, has been done in the direction of introducing the special teaching of elocution in the schools, although we believe that the endorsement of Miss M. K. Schreiner as a teacher of that subject, and an earnest recommendation to the teachers to apply themselves to its study and instruction, have resulted in a somewhat general consideration of its necessity and benefits.

The President and Board of Trustees of the Johns Hopkins University have, at the instance of a committee of this Board, assisted by General William S. Birney, a warm friend of our schools, placed the District of Columbia in the same relation to that institution that is occupied by the States of Maryland and Virginia. As yet the Public Schools, however, cannot avail themselves of this generous provision for meritorious students. Our High School curriculum falls short of making any connection with the University. It is gratifying, however, to say that one of our pupils who obtained the Kendall Scholarship, and took a collegiate course at Columbian University, is now connected with the faculty of

the Johns Hopkins University, and is regarded as a young gentleman of great promise.

As the interest in the young minds committed to our charge does not cease with the severance of their connection with the Public Schools, we are gratified to be able to point to the class organizations of the graduates of the High Schools, their association together for mutual improvement, and that many of the members of former classes are pursuing general studies, special professions, or engaged in business, or have obtained positions under the Government, for instance, in the Revenue Marine, through the channel of an impartial and exhaustive competitive examination.

One of the committee had the pleasure of attending the recent reunions of class 1878 and class 1880 of the Boys' High School, and states that the exhibition of dignity of deportment, intelligence in discussion, facility and correctness of speech, amiable and kindly manner, talent in composition and recitation, were exceedingly gratifying.

To J. Ormond Wilson, Esq., Superintendent, is due an expression of thanks for his indefatigable labors in behalf of the schools, and for the considerate support which he has given the Board of Trustees. Behind the foremost and before the last, he has kept in a conservative path, not being wedded to old idols nor venturing upon untried and untested novelties. When it is considered that the Public Schools of the District possess no school fund, have never been the recipient of any gift of public lands from the General Government, and even obtain their annual and meagre contribution from local taxation through more or less opposition, the high standing of the schools and their successful working must in a great measure be referred to his able administration.

In conclusion, we desire to express, in the name of the Board of Trustees, its appreciation of the impartial and able manner in which its President, C. M. Matthews, Esq., has presided over its proceedings.

B. G. LOVEJOY,
JAMES B. NOURSE,
JOHN F. N. WILKINSON,
Committee on Annual Report.

SUPERINTENDENT WILSON'S REPORT.

To the Board of Trustees of Public Schools:

GENTLEMEN: Herewith is presented my TENTH ANNUAL REPORT of the Public Schools under my supervision—the White schools of Washington and Georgetown, and the White and Colored schools of The County. Embodied in it also will be found a concise statement and a few general statistics relating to all the Public Schools in the District of Columbia:

Summary of Statistics of the White Schools of Washington and Georgetown for the School-Year ending June 30, 1880.

[FORM RECOMMENDED BY THE NATIONAL EDUCATIONAL ASSOCIATION, AT DETROIT, IN AUGUST, 1874.]

Items designated by "W" relate exclusively to White schools.

1. Washington and Georgetown.		
2. District of Columbia.		
W. 3. Total population according to census of 1880, 108,688.		
4. Legal school-age, between 6 and 17 years, (inclusive.)		
W. 5. Number of school population, according to census of 1880.	Under 6.....	None.
	Between 6 and 16.....	25,279
	Over 16.....	1,863
	Total number of legal school-age.....	27,142
W. 6. Whole number of different children enrolled in public schools, excluding duplicate enrolments.	Under 6.....	None.
	Between 6 and 16.....	15,351
	Over 16.....	377
	Total.....	15,728
W. 7. Estimated enrolment in private and parochial schools for the school-year....		5,481
W. 8. Number of school days in the year.....		203
W. 9. Number of days the schools were taught.....		193

W. 10. Estimated real value of property used for school purposes.	Grounds or sites.....	\$181,22
	Buildings.....	610,050
	Furniture.....	68,875
	Apparatus.....	
	Total.....	\$860,150
11. Total taxable property of city.....	Estimated cash value of.....	\$81,377,253
	Assessed valuation of.....	81,377,253
12. Tax for school purposes.....	Mills per dollar of cash value.....	No separate school tax levied.
	Mills per dollar of assessed value.....	

	ELEMENTARY SCHOOLS.		High schools, or third four years of the school course.	City normal schools.	Evening schools.	Grand total of city school system.	Private and parochial schools corresponding in scope with public schools.	Grand total of all schools, public and private.
	Primary schools for children in the first four years of the school course.	Grammar schools for children in the second four years of the course.						
	A.	B.	C.	D.	E.	F.	G.	H.
W. 13. Number of school-rooms in which pupils are seated for both study and recitation under charge of one teacher.....	134	72	None.	1	None.	207		
W. 14. Number of school-rooms in charge of two or more teachers teaching in the same room or in recitation-rooms.....	1	11	2	None.	None.	14		
W. 15. Number of rooms used for recitation only.....	1	1	2	None.	None.	4		
W. 16. Number of different school-buildings, not counting more than one upon a single lot, unless they be used for different classes of schools, as for grammar and for high, high and normal, &c.....					None	57		
W. 17. Number of sittings for study.....	8,246	4,822	172	20	None.	13,260		
W. 18. Number of teachers January 1, including principals.....	Males.....	None.	14	2	None.	None.	16	
	Females.....	156	83	2	2	None.	243	
	Total.....	156	97	4	2	None.	259	
W. 19. Average number of teachers employed.....	Males.....	None.	14	2	None.	None.	16	
	Females.....	156	83	2	2	None.	243	
	Total.....	156	97	4	2	None.	259	
W. 20. No. of pupils	Enrolled	Males.....	5,188	2,486	81	None.	None.	7,755
		Females.....	5,310	2,545	98	20	None.	7,973
		Total.....	10,498	5,031	179	20	None.	15,728
	Average	Males.....	4,122	1,975	66	None.	None.	6,163
	daily attendance	Females.....	4,219	2,022	84	20	None.	6,345
W. 21. Average daily attendance per teacher, excluding special teachers.....		8,341	3,997	150	20	None.	12,508	
	54	46	37	20	None.	51		

W. 22. ANNUAL SALARIES.

	MAXI- MUM.	MINI- MUM.	AVER- AGE.
Of city superintendent.....	\$2,430	\$2,430	\$2,430
Of assistant superintendents.....	{ Male 1,650 Female..... None.	{ 1,650 None.	{ 1,650 None.
Of principals in primary schools, no class of which has completed the fourth year's course of study.....	{ Male None. Female..... 700	{ None. 400	{ None. 562
Of assistants in primary schools.....	{ Male None. Female..... None.	{ None. None.	{ None. None.
Of principals in grammar schools, the lowest class of which has completed the fourth year's course.....	{ Male 1,000 Female..... 1,000	{ 750 650	{ 944 777
Of assistants in grammar schools.....	{ Male None. Female..... 650	{ None. 250	{ None. 330
Of principals in high schools.....	{ Male 1,300 Female..... 1,200	{ 1,300 1,200	{ 1,300 1,200
Of assistants in high schools.....	{ Male 750 Female..... 750	{ 750 750	{ 750 750
Of principals in normal schools.....	{ Male None. Female..... 1,350	{ None. 1,350	{ None. 1,350
Of assistants in normal schools, including critic teachers.....	{ Male None. Female..... 650	{ None. 650	{ None. 650
Of teachers in evening schools.....	{ Male None. Female..... None.	{ None. None.	{ None. None.
Of special teachers.....	{ Music..... 960 Drawing..... 700 Penmanship.... None.	{ 400 650 None.	{ 640 675 None.

RECEIPTS.

23. Balance on hand from last school year.....		None.
24. Amount received from interest on per- manent funds.....	{ State..... None. County..... None. Local..... \$2,224 71	\$2,224 71
25. Amount received from taxation.....	{ State..... None. Local..... \$426,578 93	426,578 93
26. Amount received from tuition fees.....		None
27. Amount received from all other sources.....		132 30
Total receipts.....		<u>\$428,935 94</u>

EXPENDITURES.

W. 28. Permanent.....	{ For sites and buildings..... \$43,066 55 For furniture and apparatus.. 2,435 44 For libraries..... None.	\$45,501 99
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EXPENDITURES.—Continued.

W. 29. Payment of indebtedness incurred in previous years.	{ Bonds, (including interest)..... Floating, " "	None. None.	
			None.
W. 30. Tuition.....	{ Cost of supervision, including salaries of principals not regularly employed in teaching any class or classes not otherwise provided for, or a due proportion of salary where only part of the time is given to supervision..... Amount paid for teaching.....	\$7,380 00 164,646 64	
			\$172,026 64
W. 31. Incidental or contingent expenses.	{ Officers of the board, secretaries, messengers, &c..... Pay of janitors of buildings..... Fuel..... Rent..... Insurance..... Repairs..... School-books supplied for use of pupils..... All other supplies and current expenses.....	\$900 00 11,300 99 4,715 75 23,847 97 145 65 15,733 05 2,962 00 9,825 95	
			\$69,431 36
31a. Proportion paid to colored schools.....			104,334 50
Total expenditures.....			\$391,294 49
W. 32. Average expenses per capita.	{ Supervision and instruction based on average daily attendance..... Incidental or contingent expenses (31) based on average daily attendance.....		\$13 94
			5 63

SCHOOL BUILDINGS AND ROOMS.

The following table shows the number of school-rooms owned and rented, the number of seats provided for pupils, and the value of Public School property at the close of the last school year; (Normal School and High Schools included:)

DIVISIONS, &c.	SCHOOL ROOMS.		Number of seats.	Rent paid per annum.	Average rent per room.	Square feet of ground owned.	Value of ground.	Value of buildings.	Value of furniture.	Total value.
	Owued.	Rented.								
First.....	26	23	3,067	\$4,140	\$238	52,712	\$56,200	\$205,800	\$15,600	\$277,600
Second.....	19	55	4,179	15,240	277	19,875	20,000	74,000	19,475	113,475
Third.....	26	16	2,487	3,785	236	154,133	58,000	82,800	11,950	152,750
Fourth.....	32	.....	1,928	.....	.....	73,788	32,625	138,000	13,600	184,225
Fifth.....	22	2	1,407	400	200	49,997	14,400	109,450	8,250	132,100
Total 1879-'80...	125	96	13,068	23,565	238	350,505	181,225	610,050	68,875	860,150
Total 1878-'79...	125	91	12,922	22,705	267	315,807	161,177	610,150	67,925	839,252
Increase.....	.....	5	146	860	.....	34,698	20,048	.....	950	20,898
Decrease.....	.....	.....	.....	.....	29	.....	.....	100	.....	.....

The increase in the number of school-rooms owned was 0; in the number of school-rooms rented, 5; in the number of seats for pupils, 146, and in the value of school property, \$20,898.

The following table gives the aggregate number of pupils on the rolls of the Public Schools on the last school day of each month, the average number for each teacher, and the percentage of attendance, based upon the average number enrolled:

AGGREGATE NO. OF PUPILS ON ROLLS ON THE LAST OF EVERY MONTH, AVERAGE NO. FOR EACH TEACHER, AND PERCENTAGE OF ATTENDANCE.												
(Normal School and High Schools not included.)												
MONTHS.	AGGREGATE.		Increase.	Decrease.	AVERAGE.		Increase.	Decrease.	PERCENTAGE.		Increase.	Decrease.
	'78-'79.	'79-'80.			'78-'79.	'79-'80.			'78-'79.	'79-'80.		
September..	12,717	13,470	753	.....	56.3	56.8	.5	.....	97.3	97.3	.....	.....
October.....	12,692	13,488	796	.....	57.5	56.6	.....	.9	96.1	96.9	.8	.....
November ..	12,658	13,397	739	.....	57.7	56.2	.....	1.5	95.8	95.7	.....	.1
December ..	12,197	13,064	867	.....	56.2	54.8	.....	1.4	95.3	95.1	.....	.2
January	11,987	12,900	913	.....	54.4	54.2	.....	.2	92.8	94.2	1.4	.....
February...	12,030	12,929	899	.....	54.1	54.0	.....	.1	95.0	94.6	.....	.4
March	11,856	12,846	990	.....	53.9	53.7	.....	.2	94.3	94.5	.2	.....
April.....	11,707	12,420	713	.....	53.3	51.9	.....	1.4	94.5	95.0	.5	.....
May	11,321	11,841	520	.....	52.0	49.5	.....	2.5	95.3	94.3	.....	1.0
June.....	11,120	11,454	334	.....	50.4	47.9	.....	2.5	96.0	95.7	.....	.3

The percentage of attendance based upon the average number enrolled was 95.3, the same as that for the previous year. The largest number of pupils enrolled on the last day of any month is found in October, when it was 13,488. The number of pupils on the rolls at the close of the schools in June was 11,454.

The following table shows the attendance and percentage of increase each year for a period of ten years, the schools of Georgetown being included only from 1876:

ATTENDANCE AND PERCENTAGE OF INCREASE FOR TEN YEARS.						
Years.	Whole number enrolled.	Per cent. of increase.	Average number enrolled.	Per cent. of increase.	Average number in daily attendance.	Per cent. of increase.
1870	8,118	.....	5,888	.....	5,418	.....
1871	8,290	2.11	6,529	10.88	6,112	12.80
1872	8,764	5.71	6,734	3.13	6,231	1.94
1873	8,935	1.95	6,890	2.31	6,417	2.98
1874	9,845	10.18	7,835	13.71	7,350	14.53
1875	10,233	3.83	8,254	5.34	7,784	5.91
1876	12,083	7.17	9,831	8.10	9,343	8.89
1877	13,105	8.45	10,805	9.90	10,257	9.78
1878	13,997	6.80	11,627	7.60	11,082	8.04
1879	14,942	6.75	12,325	6.00	11,736	5.91
1880	15,728	5.26	13,133	6.55	12,508	6.57

During the ten years included in the table given above, the average percentage of annual increase in the whole number enrolled was 5.82, in the average number enrolled, 7.35 ; and in the average daily attendance, 7.73. These figures show not only the increase in attendance, but also the gain in its regularity.

The teachers were instructed to ascertain the birthplaces of all pupils enrolled on the 30th day of September last, and make a report of the same to this office. The following statement was compiled from their reports:

BIRTHPLACES OF PUPILS.

Alabama.....	24	Maryland	961	Rhode Island.....	9
Arkansas	14	Massachusetts...	76	South Carolina	28
California.....	29	Michigan.....	41	Tennessee	42
Colorado..	4	Minnesota	25	Texas.....	14
Connecticut... ..	27	Mississippi	15	Vermont	24
Delaware.....	17	Missouri.....	50	Virginia	708
Florida.....	14	Nebraska.....	7	West Virginia.....	89
Georgia.....	22	Nevada.....	2	Wisconsin	20
Illinois.....	74	New Hampshire..	29	U. S. Territories...	6
Indiana.....	58	New Jersey.....	108	Dist. of Columbia..	10,415
Iowa.....	28	New York.....	394	British America....	12
Kansas.....	17	North Carolina..	25	Great Britain	65
Kentucky.....	33	Ohio	121	Ireland.....	27
Louisiana.....	19	Oregon.....	2	German States.....	52
Maine.....	42	Pennsylvania.....	378	Other places.....	21
Total.....					14,188
Number of pupils born in the District of Columbia.....					10,415
Number born in the United States outside the District of Columbia					3,596
Number born in foreign countries.....					177
Per cent. born in the District of Columbia.....					73.41
Per cent. born in the United States outside the District of Columbia					25.34
Per cent. born in foreign countries.....					1.25

It will be noticed that every State in the Union is represented in our Public Schools, and that the number born in foreign countries is 1.25 per cent. of the whole number.

CLASSIFICATION OF PUPILS BY GRADES OF STUDY.

The word "grade" as applied to our schools signifies one year's work. Commencing with the youngest pupils, the first year's work is designated the "first grade," the second year's work the "second grade," and so on to the highest grade. The elementary part of the course extends through a period of eight years, and includes the study of reading, spelling, penmanship, arithmetic, English grammar, geography, United States history, vocal music, drawing, elements of algebra, and a course of instruction mainly oral in the elements of natural science. The High School part of the course commences with the ninth year, and extends through a period of two years. Its additional studies are book-keep-

ing, botany, English literature, general history, geometry, physical geography, rhetoric, trigonometry and surveying. There is a High School for Boys and a High School for Girls. The Normal School receives each year twenty girls who have finished the High School course and desire to become teachers in our schools, and gives them one year of professional training. Any graduate from the Girls' High School, not less than 17 years of age, may be a candidate for this school, and a competitive examination decides who shall be admitted.

At the present time there are 255 schools. In 244 of these all the pupils in any one school are of the same grade, and in 10 they are of two grades and in 1 they are of four grades. In 90 schools the pupils are boys; in 97 girls, and in 68 boys and girls together.

The following table, in which the High Schools and the Normal School have not been included, shows the classification of pupils at the close of the school-year in June last:

Number and Percentage of Pupils in Each Grade, from the First to the Ninth, inclusive.—June 23, 1880.

DIVISIONS, &c.	TO BE PROMOTED TO THE—								TOTAL.	TO BE CONTINUED IN THE—								TOTAL.	GRAND TOTAL.
	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	9th Grade.		1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.		
BOYS.....	197	211	178	181	103	74	59	24	1,027	65	26	56	62	33	25	8	19	294	1,321
	260	259	257	222	213	108	54	17	1,390	41	27	36	51	43	43	1	42	284	1,674
	142	147	178	183	94	67	28	12	851	67	17	15	29	61	53	16	17	275	1,126
	152	112	114	137	74	28	31	6	654	43	24	36	26	17	11	14	31	202	856
	65	94	81	98	59	24	14	6	441	45	24	15	24	20	13	2	6	149	590
Total.....	816	823	808	821	543	301	186	65	4,363	261	118	158	192	174	145	41	115	1,204	5,567
GIRLS....	181	193	205	166	118	96	89	17	1,065	29	35	32	47	46	12	13	45	259	1,324
	239	280	247	257	195	142	68	28	1,456	63	23	31	43	55	27	26	48	316	1,772
	208	171	135	142	118	72	67	6	919	36	9	19	47	48	47	30	41	277	1,196
	164	126	141	137	178	49	31	7	733	55	37	27	35	34	48	16	45	297	1,030
	82	72	73	82	58	36	22	7	432	27	10	19	13	27	6	7	21	133	565
Total.....	874	842	801	784	567	395	277	65	4,605	210	114	128	185	210	140	92	203	1,282	5,887
Grand total.....	1,690	1,665	1,609	1,605	1,110	696	463	130	89,68	471	232	286	377	384	285	133	318	2,486	11,454
Per cent.....	14.75	14.54	14.05	14.01	9.70	6.08	4.04	1.13	78.30	4.11	2.02	2.50	3.29	3.35	2.49	1.16	2.78	21.70	100.00

The foregoing table shows that there were enrolled in all the schools, excepting the High Schools and the Normal School, 5,567 boys and 5,887 girls, making a total of 11,454 pupils. The number of girls in excess of the number of boys was 320. In each grade the number and percentage of pupils who failed to obtain promotion are given, making an aggregate of 2,486, or 21.70 per cent. of the whole number. The rules of the schools do not restrict the admission of pupils to any specified times, and a large number of children are admitted into the lowest grade during the last half of the school-year; hence the large percentage of pupils not promoted found in this grade.

The following table gives the number, per cent., and average age of boys and girls enrolled in each grade, September 30, 1880:

SEX, GRADE, NUMBER, PER CENT., AND AGE OF PUPILS, SEPTEMBER 30, 1880.												
BOYS.												
GRADES.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	High Schools.	Normal School.	Total.	
1st Div..	{ Number..	236	278	310	273	247	137	103	77			1661
	{ Per cent..	14.21	16.74	18.66	16.44	14.87	8.25	6.20	4.63	.....	.....	
	{ Av. Age...	7.02	8.28	9.81	11.12	11.86	12.92	13.90	14.70	.....	.....	
2d Div..	{ Number..	317	326	333	372	280	216	120	70			2034
	{ Per cent..	15.59	16.03	16.37	18.29	13.76	10.62	5.90	3.44	.....	.....	
	{ Av. Age...	7.04	8.25	9.78	11.03	12.16	12.87	13.52	14.68	.....	.....	
3d Div..	{ Number..	254	175	192	238	292	157	53	39			1400
	{ Per cent..	18.14	12.50	13.71	17.00	20.86	11.21	3.79	2.79	.....	.....	
	{ Av. Age...	7.11	8.21	9.49	10.90	12.10	12.94	13.77	14.56	.....	.....	
4th Div..	{ Number..	193	176	193	188	118	49	51	55			1023
	{ Per cent..	18.87	17.20	18.87	18.38	11.53	4.79	4.98	5.38	.....	.....	
	{ Av. Age...	7.19	8.32	9.90	11.39	11.97	12.87	13.41	14.40	.....	.....	
5th Div..	{ Number..	118	123	121	132	113	78	35	20			740
	{ Per cent..	15.95	16.62	16.35	17.84	15.27	10.54	4.73	2.70	.....	.....	
	{ Av. Age...	7.12	8.88	9.90	11.63	12.25	13.30	14.25	14.94	.....	.....	
Total.....		1118	1078	1149	1203	1050	637	362	261	97		6955
Per cent.....		16.07	15.50	16.52	17.30	15.10	9.16	5.21	3.75	1.39		
Average Age.....		7.09	8.33	9.77	11.15	12.07	12.95	13.72	14.63	15.72		
GIRLS.												
1st Div..	{ Number..	268	243	237	277	227	174	118	140			1684
	{ Per cent..	15.92	14.43	14.07	16.45	13.48	10.33	7.01	8.31	.....	.....	
	{ Av. Age...	6.84	8.20	9.43	10.83	11.83	12.64	13.83	14.94	.....	.....	
2d Div..	{ Number..	326	281	342	318	330	195	162	119			2073
	{ Per cent..	15.73	13.56	16.50	15.35	15.88	9.41	7.82	5.75	.....	.....	
	{ Av. Age...	6.88	7.96	9.35	11.01	11.88	13.02	13.85	15.10	.....	.....	
3d Div..	{ Number..	190	227	216	216	213	176	106	95			1439
	{ Per cent..	13.20	15.78	15.01	15.01	14.80	12.23	7.37	6.60	.....	.....	
	{ Av. Age...	7.16	8.28	9.52	10.70	11.91	12.82	13.83	14.78	.....	.....	
4th Div..	{ Number..	229	208	183	171	174	113	65	50			1193
	{ Per cent..	19.20	17.43	15.34	14.33	14.59	9.47	5.45	4.19	.....	.....	
	{ Av. Age...	7.02	8.40	9.84	11.18	11.84	13.18	13.93	14.92	.....	.....	
5th Div..	{ Number..	130	113	99	106	108	72	41	48			717
	{ Per cent..	18.13	15.76	13.81	14.78	15.06	10.04	5.72	6.70	.....	.....	
	{ Av. Age...	7.00	8.58	9.94	10.86	11.89	12.90	14.02	15.41	.....	.....	
Total.....		1143	1072	1077	1088	1052	730	492	452	107	20	7233
Per cent.....		15.80	14.82	14.89	15.04	14.55	10.09	6.80	6.25	1.48	.28	
Average age.....		6.98	8.23	9.54	10.83	11.87	12.91	13.89	14.96	15.60	17.75	
Grand Total.....		2261	2150	2226	2291	2102	1367	854	713	204	20	14188
Per cent.....		15.94	15.15	15.69	16.15	14.81	9.63	6.02	5.03	1.44	.14	
Average Age.....		7.03	8.28	9.66	10.99	11.97	12.93	13.82	14.84	15.66	17.75	

At the date given above there were 14,188 pupils enrolled in the schools—6,955 boys, and 7,233 girls—278 more girls than boys. Although the law permits children to enter school when six years of age, it is frequently the case

that they do not enter until they are about one year older. The table shows that the average age of pupils in the first grade was a little over 7 years; in the second grade, between 8 and 9 years; in the third grade, between 9 and 10 years; in the fourth grade, nearly 11 years; in the fifth grade, nearly 12 years; in the sixth grade, between 12 and 13 years; in the seventh grade, between 13 and 14 years; in the eighth grade, between 14 and 15 years; in the High Schools, between 15 and 16 years; making the average age in each grade exceed that set down in the Tabular View of the Course of Study by something over one year.

The average ages of pupils in the different grades have been given in this and the four preceding reports, and in the table below they will be found, the ages of the boys and girls being given separately:

YEARS AND SEX.		GRADES AND AVERAGE AGES.								
		I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX & X.
1876.....	Boys.....	7.39	8.53	10.07	11.05	11.97	12.90	13.75	14.37	15.00
	Girls	7.09	8.60	9.85	10.74	12.16	13.39	14.05	15.39	16.37
1877.....	Boys.....	7.22	8.55	9.95	11.19	12.14	12.67	13.69	14.63	15.37
	Girls	7.29	8.42	9.63	10.99	12.08	12.57	14.17	15.44	16.77
1878.....	Boys.....	7.22	8.31	9.83	11.13	12.27	13.07	13.73	14.41	15.62
	Girls	7.14	8.38	9.55	10.86	12.04	12.77	13.89	15.21	16.62
1879.....	Boys.....	7.23	8.44	9.82	11.01	12.13	13.06	13.82	14.52	15.46
	Girls	7.04	8.33	9.69	10.74	12.05	12.70	13.85	14.72	16.56
1880.....	Boys.....	7.09	8.33	9.77	11.15	12.07	12.95	13.72	14.63	15.72
	Girls	6.98	8.23	9.54	10.83	11.87	12.91	13.89	14.96	15.60

In the table below the percentage of pupils in each grade for a period of eight years is given, and the increase or decrease of the percentage during that period:

YEARS.	PERCENTAGE OF PUPILS IN GRADES.								
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX & X.
1873.....	21.94	20.04	15.64	13.98	9.63	6.15	5.97	3.76	2.64
1874.....	20.69	20.14	16.88	14.72	10.09	6.12	5.49	3.49	2.15
1875.....	22.71	19.02	16.46	14.92	10.55	6.21	4.89	2.54	2.50
1876.....	19.15	20.10	17.38	14.68	12.20	6.28	4.77	4.10	1.16
1877.....	17.68	17.80	17.56	15.99	12.63	7.65	4.49	4.54	1.49
1878.....	16.91	15.47	17.39	16.63	14.09	8.43	5.33	4.54	1.05
1879.....	16.37	15.32	16.03	16.82	14.23	9.68	5.56	4.60	1.24
1880.....	15.94	15.15	15.69	16.15	14.81	9.63	6.02	5.03	1.44
Increase in 8 years.....			0.05	2.17	5.18	3.48	0.05	1.27	.....
Decrease in 8 years.....	6.00	4.89	.....	.....	.....	.....	.....	.....	1.20

TEXT-BOOKS.

The following statements relate to the first Eight Grades of the Public Schools of this city, and they show how long the text-books prescribed by the Board have been in use in these schools, and the retail price of the same at this time:

Algebra.—Davies'—since 1861.

Arithmetics.—Davies and Peck's—since 1880.

Drawing.—Walter Smith's—since 1874.

Geographies.—Swinton's—since 1876.

Grammars.—Kerl's—since 1861.

History of the United States.—Campbell's—since 1870.

Penmanship.—Spencerian—since 1865.

Readers.—Hillard's, revised as Franklin,—since 1864.

Spelling Books.—Worcester's—since 1858.

Vocal Music.—Mason's—since 1872.

COST OF TEXT-BOOKS FOR THE COURSE OF EIGHT YEARS.

The current retail price of the booksellers of this city is given below :

FIRST YEAR.—Primer, 25 cents; Second Reader, 40 cents;	
Total.....	\$0 65
SECOND YEAR.—Primary Spelling Book, 20 cents; First Music	
Reader, 25 cents; Total.....	0 45
THIRD YEAR.—Third Reader, 50 cents; Total	0 50

FOURTH YEAR.—Fourth Reader, 60 cents; Pronouncing Spelling Book, 28 cents; Brief Arithmetic, 65 cents; Intellectual Arithmetic, 25 cents; Elementary Geography, 90 cents; Total.....	2 68
FIFTH YEAR.—Intermediate Reader, 60 cents; Language Lessons, 30 cents; Intermediate Music Reader, 60 cents; Total.	1 50
SIXTH YEAR.—Fifth Reader, 100 cents; History of the United States, 85 cents; Complete Course in Geography, 150 cents; Total.....	3 35
SEVENTH YEAR.—Complete Arithmetic, 100 cents; Total.....	1 00
EIGHTH YEAR.—Sixth Reader, 120 cents; Word Analysis, 34 cents; Common School Grammar, 80 cents; Elementary Algebra, 90 cents; Total.....	3 34
Total for eight years.....	\$13 47

The foregoing statement gives \$1.68 per year as the average cost of text-books absolutely required for the use of a pupil who passes regularly through the prescribed course of study for eight years. The cost of copy books and drawing books and cards varies with the number used, and, therefore, is not included in the statement given above. It is estimated that it now averages about 33 cents per year.

Reports of the Principals of the Advanced Grammar Schools are herewith submitted:

Mr. J. ORMOND WILSON,
Superintendent of Public Schools:

SIR: I have the honor to submit the following statements as constituting the third annual report of the Advanced Grammar School for Boys:

Number of pupils from last year re-admitted.....	23
Number admitted at the beginning of the year.....	55
Number subsequently admitted.....	3
Number withdrawn.....	19
Number at the close of the year.....	62
Whole number enrolled.....	81
Average number enrolled.....	68
Average number in daily attendance.....	66
Percentage of attendance.....	97

At the opening of this annual session, pursuant to the plan previously recommended, the term of tuition was extended to two years; and thus

the period of study for the subjects already in the school was lengthened, and opportunity was afforded for the introduction of several highly important subjects. As incident to this change, there became necessary some re-adjustment of the time and relation of the studies on the list; consequently this was deemed the occasion for the preparation of a specific course of study which, up to this time, owing to the uncertain status of the school, had been delayed. The course agreed upon, now incorporated in "Rule 51," has the distinction of being the first form of a High School curriculum to appear in any document of the White schools of Washington.

In accordance with the requirements of this course of study, the time of the respective classes has been engaged during the past year as indicated in the following table:

FIRST YEAR'S CLASS.

First Term.....	{	<i>Language</i> : English Literature; Grammar, reviewed.
		<i>Mathematics</i> : Algebra; Book-keeping.
		<i>Natural Science</i> : Physics.
		<i>History</i> : Ancient, Oriental, and Grecian.
		Vocal Music, Drawing, and Penmanship; Exercises in Composition and Declamation.
Second Term...	{	<i>Language</i> : English Literature.
		<i>Mathematics</i> : Algebra; Arithmetic, reviewed.
		<i>Natural Science</i> : Physics; Botany.
		<i>History</i> : Roman.
		Vocal Music, Drawing, Penmanship; Exercises in Composition and Declamation.

SECOND YEAR'S CLASS.

First Term.....	{	<i>Language</i> : Rhetoric; English Literature.
		<i>Mathematics</i> : Plane Geometry.
		<i>Natural Science</i> : Physical Geography.
		<i>History</i> : Mediæval.
		Vocal Music, Drawing, and Penmanship; Exercises in Composition and Declamation.
Second Term...	{	<i>Language</i> : Rhetoric; English Literature.
		<i>Mathematics</i> : Solid Geometry; Trigonometry.
		<i>Natural Science</i> : Physical Geography.
		<i>History</i> : Modern European.
		Vocal Music, Drawing, and Penmanship; Exercises in Composition and Declamation.

A few features of the work above outlined deserve mention.

In the pursuit of the study of physics, pupils gave more attention to the practical than heretofore. Additions to the philosophical apparatus permitted the performance of numerous experiments not before attempted, so that during the year as many as one hundred distinct illustrations of principles before studied were exhibited to the class. Pupils were also drilled in the working of apparatus, and at both of the public examinations a number of selected experiments were performed by them in the presence of the examiners and visitors.

The subject of botany was taken up for the first time, and the method of studying was somewhat novel. Lectures given, one each week during the latter half of the year, by Professor Chickering, of the Deaf Mute College, formed the basis of the instruction. Pupils took notes upon these, from which they were required to write out abstracts. An elementary text-book was used as a manual, and an occasional lesson from this supplemented the teaching of the lectures. Considerable was done in the way of collecting and analyzing specimens of plants, and all of the school prepared herbariums.

In connection with the study of geometry, an effort was made to cultivate the inventiveness of pupils, no less than one hundred and fifty theorems for original demonstration being given to the class during the year. Surprising uniformity was displayed in the discovery of the demonstration called for in each case, but such was the skill acquired by a few pupils that only two theorems of the entire number failed of a satisfactory proof of their invention. All were required to preserve records of their proofs, the writing of them being much condensed, however, by the use of Wentworth's geometric symbols.

The study of trigonometry, introduced this year and taken up after the completion of the geometry, proved to be very interesting. A variety of problems and practical questions received attention during the progress of the study; and, after the receipt of a set of surveying instruments in June, as much was done in the way of field-work as the short space of time remaining would allow. All of the class had individual practice with the compass, and expeditions at different times made surveys in Judiciary Square and at the National Fair Grounds.

In addition to the course of lectures in botany, other lectures on subjects of school interest were given during the year, as follows: One on history by General Birney, one on electricity by Dr. Howland, and one on the chemistry of plants by Mr. Parsons, a chemist at the Agricultural Department. All of these were highly appreciated by the school, and the services of these gentlemen will be held in grateful recognition.

From the foregoing items something may be inferred of the spirit which has pervaded the work of the past year. In the estimation of the Principal the results are the most satisfactory yet achieved. That it has been a year of progress can not be gainsaid.

By the action of the Board of Trustees at its meeting last evening, this school is to be known henceforth as the Boys' High School. Three years ago a small beginning was made looking towards a public high school for this city. The first stage in the development of such an institution has now been completed, and the history of the Advanced Grammar School is at a close. This, therefore, being the last report, it has been decided to insert in it the names of all those who have passed through the school satisfactorily during these three years. The following roll has accordingly been compiled from the annual records:

ROLL OF GRADUATES FROM THE ADVANCED GRAMMAR SCHOOL FOR BOYS, 1878-1880.

Charles Anderson Barker.	David Maxwell Kindleberger.
Cavour Otterback Bohrer.	Heathcote Reed McIlvaine.
Henry Boyce Bolton.	John Francis MaGinnis.
James Ingram Brereton.	Harry Dennison Malone.
Charles Milton Bruff.	Mertyle Ernest Martin.
John Miller Carson.	Return Jonathan Meigs.
George Francis Casilear.	Arthur Edmonson Middleton.
Benjamin Avery Champion.	* William Ogle Mundell.
Edward Ten Eyck Chandler.	Frank Bret Noyes.
Frank Townsend Chapman.	John Brognard Okie.
Francis Washington Clements.	William Rainey Omohundro.
Cornelius Wilson Clum.	Franklin Lewis Owen.
Andrew McNair Coyle.	William James Palmer.
Walter Scribner Dodge.	Frederick Reuben Parks.
Daniel Alfred Edwards.	Edward Everett Perley.
Louis John Ely.	George Allen Prevost.
Joseph George Falck.	John Raum.
William Miles Fletcher.	George William Rawlings.
Felix Freyhold.	William Edward Reynolds.
Clinton Gage.	Clarence Butler Rheem.
George Adelbert Gordon.	Robert Fletcher Rodgers.
Alvin Theodore Gregory.	William Becket Robison.
Frederick Griffin.	George Ryland Ruff.
Charles Barnum Hanford.	John Albert Seaford.
Emerson Winder Hawk.	Henry Wessels Seely.
Alexander Thomas Hensey.	John Pemberton Slaughter.
Angier Bailey Hobbs.	Carroll Walter Smith.
Howard Lincoln Hodgkins.	Charles Smith.
Charles William Holmes.	Jefferson Beauregard Smith.
Percy Meredith Hughes.	Charles Thomas Sparo.
Charles Statler Hyer.	John Powell Spindle.
Robinson Lincoln Johns.	George Anson Starkweather.
Charles Stevenson Jones.	Francis Henry Stephens.
John Godfrey Keene.	Bertis Barrington Thompson.
Robert Henry Lacey.	William Watson.
Andrew Johnson Lamb.	Burton Collins Webster.
Charles Roscoe Luce.	Joseph Boteler Williamson.
William Anderson Lyon.	Lewes Delaware Wilson.
William Lyle McDaniel.	Frank Morrell Young.
John McDowell McKinney.	Almerico Zappone.

Class organizations have been formed among these eighty graduates, and several reunions have been held, which were very successful. A feeling of affection for the school and devotion to its interests seems to be

* Deceased.

cherished by all, manifesting itself in many ways. Succeeding classes will find in these pioneers worthy examples.

In conclusion, I am pleased to state that the year has been one in which pupils have worked willingly and teachers labored cheerfully, the most cordial relations existing between them. The position of assistant has been very ably filled by Mr. Frank Angell, and to him much credit is due for whatever of success has been attained.

Very respectfully,

EDWARD A. PAUL, *Principal.*

JUNE 30, 1880.

Mr. J. ORMOND WILSON,

Superintendent of Public Schools:

SIR: The following statements concerning the Advanced Grammar School for Girls are respectfully submitted:

Number of pupils from last year readmitted.....	29
Number admitted at the beginning of the year.....	68
Number subsequently admitted.....	1
Number withdrawn.....	27
Number at the close of the year.....	74
Whole number enrolled.....	98
Average number enrolled.....	89
Average number in daily attendance.....	84
Percentage of attendance.....	94.9

This school has just completed its fourth year. An important change, wisely determined upon by its law-makers, has been carried out as far as possible for the initiatory year and with correspondingly good results. The change referred to is the substitution of a course of two years for our previous one, which including, as was necessarily the case, much labor to be accomplished in little time, was too frequently, from the inevitable crowding of studies it involved, obliged to be construed into "much" attempted and "little" accomplished.

The change necessarily involved some confusion in regard to classification during the past year, but on commencing the work of the ensuing year there will be a distinct line of separation between the entering and advanced class.

Rhetoric and botany have been added to the previous curriculum. The application of the principles of the former has given efficient aid to the practical study of language, as exemplified in marked improvement in composition, while the initiation of the pupils into the world of plants under the direction of so enthusiastic a lover of botany as Professor J. E. Chickering could not be other than a delight to them.

The school library has been considerably increased, but solely by the labor of teachers and pupils, and a limited amount of apparatus has been procured by the same means.

The delight which the pupils take in both books and apparatus shows conclusively that a liberal appropriation on the part of those in whom

such power is vested would yield corresponding results. The school in this, as well as in preceding years, has been greatly indebted to Dr. Howland for interesting and profitable lectures on electricity and magnetism, illustrated by experiments.

In English literature a careful study of one of Shakespeare's plays, with the writing of abstracts and essays connected therewith, has been the leading feature in the course of the advanced class, while the entering class has obtained a good insight into the origin and progress of our language, and has also taken up in detail some of the works of Addison and Goldsmith.

In mathematics, physical geography, and general history good work has been done by the pupils.

When practicable to allow more time and more teachers to this school, I would recommend some elementary work on logic to precede or accompany rhetoric, and would also suggest the advisability of giving mental science a place in our course.

At present the need of another teacher is our most imperative one, the large number of pupils under the charge of one instructor being a great drawback to our usefulness. The amount of personal attention that can be given a class of forty-eight pupils in recitations, the average length of which is forty-five minutes, can be readily estimated.

A word in regard to the candidates for the Normal School may not be considered foreign to the present subject. Inasmuch as not only the Board, but all interested in the welfare of our schools desire the best material to be obtained for that institution which so largely furnishes our teachers, it seems evident to me that such results would be more certain of attainment if only those young ladies who have ranked highest during the year be allowed to present themselves as candidates. When this is permitted to the whole class, however uneven their attainments may be, it sometimes happens that certain pupils who have had no reason from their work during the year to expect success, enter upon the examination with a coolness and indifference as to results, by which they are materially aided in passing the ordeal. Thus they sometimes rank higher than their better-prepared companions who are expectant and correspondingly anxious. In such cases the disappointment to deserving pupils is a bitter one, and with it there is mingled a sense of injustice, or at least that there is a lack of appreciation of meritorious conduct. This feeling is detrimental to the highest interests of our schools.

Before closing my report, I wish to bear testimony to the ability, zeal and fidelity to duty of Miss Flora M. Crane, who was appointed assistant in September.

Respectfully,

GEORGIA LANE, *Principal.*

JUNE 19, 1880.

ROLL OF GRADUATES FROM THE ADVANCED GRAMMAR SCHOOL FOR GIRLS, 1877-1880.

CLASS OF '77.

Mary H. Bennett.	Linda Duvall.	Emma K. Scott,
Agnes E. Brown.	Mary M. Johnson.	Sarah V. A. Shields.
Minnie M. Bryerton.	*Nina L. Marsh.	Alice E. Speake.
Mary Buckley.	Eva I. McKeon.	Mary K. Stewart.
Ida E. Davis.	Blanche L. Pattison.	Estelle Wheelock.
Cecelia Dougherty.	Nellie F. Pumphrey.	Sarah E. White.
Hannah J. Drury.	Julia M. Quantrille.	Barbra Woodward.
	Martha E. Yonson.	

CLASS OF '78.

Hadassah Beall.	Mary Gibson.	Alice McNantz.
Annie E. Blackiston.	Emma Kate Gore.	Minnie Moore.
Grace Cauldwell.	Frances M. Harmon.	Ella A. Norton.
Mary E. Chase.	Annie S. Harrington.	Ada O. Ober.
Louise Connelly.	*Lilian Hedrick.	Mary C. Reed.
Gertrude Cowling.	Justina C. Johns.	Fannie L. Reeves,
Frances Fairchild.	Rosa Kaufman.	Alice P. Stromberger.
Alice Faulkner.	Annie J. Lewis	Sarah F. Tindle,
Lina M. Frank.	Mary L. Macartney	Isa Walker.
Lissetta Gasch.	Kate Malone.	Emily F. Webster.
Gertrude I. Gerbert.	Nellie Marston.	Emily E. York.
Cora Gibson.	Lillie McCallum.	

CLASS OF '79.

Fannie B. Bailey.	Adelia L. Davis.	Janet McWilliam.
Clara M. Biehl.	Mary J. Davis.	Sallie C. Murray.
Jennie L. Bickford.	Helen A. Duffey.	Zaidee Per Lee.
Lizzie F. Brown.	Flora Freyhold.	Kate Proctor.
Lizzie P. Brown.	Sarah E. Halley.	Helen D. Robinson.
Nellie Cate.	Emma R. Mason.	Grace S. Silvers.
Elizabeth V. Clayton.	Minnie M. Melvin.	Lily F. Spackman.
Florence M. Collins.	Agnes L. McArthur.	Mary E. Stockett.

CLASS OF '80.

Marion W. Anderson.	Lilian F. Hershey.	Selma B. Rynex.
Annie Barrick.	Cora Hodgkins.	Sarah E. Saunders.
Cora Bruff.	Lida W. Hollister.	Mary Simons.
Alice M. Carroll.	Sarah B. McNantz.	Jane B. Simpson.
Mary Davis.	Mary A. Moore.	Lillie B. Smith.
Emily W. Dyer.	Octavia Murray.	Annie S. Tichenor.
Leila Eliot.	Annie H. Nairn.	Nora G. Thomas.
Virginia Emory.	Mary A. Paul.	Jennie E. Thompson.
Lucy O. Fishback.	Edith M. Pittis.	Cora Williams.
Estelle M. Fisher.	Marie Polk.	Florence P. Williams.
Consuelo Heilprin.	Louise M. Rowe.	

* Deceased.

In June last an examination of 217 candidates for admission to the Advanced Grammar Schools was held. These candidates came from all the schools of the Eighth Grade, and 133 passed successfully. A statement in detail of this examination is furnished in the following table:

Division.	School.	No. of pupils in school.	No. of candidates.	No. passed.	Per cent. of school examined.	Per cent. of school passed.	Average per cent. attained in examination.
1	1	50	25	24	50.0	48.0	62.4
1	2	76	26	17	34.2	22.3	61.0
2	1	36	18	12	50.0	33.3	52.6
2	2	38	14	12	36.8	31.5	61.5
2	3	32	10	6	31.2	18.7	51.2
2	4	43	20	17	46.5	37.2	64.1
3	1	31	20	12	64.5	38.7	52.9
3	2	49	28	6	57.1	12.2	50.9
4	1	36	11	6	30.5	16.6	49.1
4	2	52	22	7	42.3	13.4	51.0
5	1	44	17	13	38.6	29.5	63.5
6	9	30	1	0	3.3	.....	46.7
6	22	32	5	1	15.6	3.1	45.5
Total.....		549	217	133	39.5	24.2	56.4

Just at the close of the last school-year the Board substituted the name High School for Advanced Grammar School, as the former name is more convenient for use and in accordance with the nomenclature adopted generally throughout the country. At the beginning of the present year in the Girls' High School, Miss M. A. Scott, after a year's absence on leave, resumed her duties as assistant teacher, and Miss Lydia M. Dame, a graduate of the Boston University, was appointed an additional assistant teacher. In the Boys'

High School Mr. William C. Ewing, a graduate of the University of Wooster, was appointed an additional assistant teacher. It is a matter of congratulation that the corps of instructors in the two High Schools is now so eminently able and efficient.

I submit herewith the report of the Principal of the Normal School:

MR. J. ORMOND WILSON,

Superintendent of Public Schools :

SIR: Instruction in the Washington Normal School is intended to make better teachers of young ladies likely to be employed in the District; hence it has been our aim to acquaint them somewhat with the workings and development of mind; to make them familiar with some of the best methods of presenting truth; to enable them to use objects with greater facility and to illustrate upon the black-board; to afford an opportunity for them to obtain some practical experience without loss to the children, and without the tendency, on their own part, to form bad habits; and all the while to keep them so employed that they will grow more thoughtful and self-reliant, more enthusiastic and unselfish.

The study of English literature has received a large portion of time devoted to general culture, yet the merits of the school should never be judged by an exhibition of literary attainments. Thoughts of coming responsibilities and how to meet them should be most prominent with those so soon to enter the field, and the closing exercises of the school should be of a character to interfere as little as may be with the continuity of its work.

There is some teaching which may with propriety be termed mental labor, but in the main teaching is mental perplexity, or if mental labor, quite different in kind from that which develops and strengthens the power of grasping knowledge. It is generally conceded that she who would instruct others should be a student herself, that she may be in sympathy with learners and that she may grow intellectually. She must then have some regular hours not given to school occupations, which she may devote to personal improvement. To do excellent work, both for her pupils and herself, she must have a good degree of health, sustained by nourishing food, pure air, and periods of relaxation. The young teacher is especially liable to forget her own needs, till conscious of overweariness and faintness. Breakfasts are late and she allows herself but ten minutes at table in order to reach her school-room at the appointed hour; in her earnestness she remains standing when to sit would do as well; she voluntarily corrects written spelling at her noon recess instead of attempting to relieve her mind by variety, and freshen her spirits for afternoon duties; and at night takes her food hurriedly into a tired stomach. Sleep is more or less interrupted, and the morning hours are given as compensation. Did the gentlemen whose business it is to visit schools

and make them a study know the weight their suggestions carry, they would the oftener call attention to points where work may be bettered and correspondingly lightened. Knowing as they do the relation between physical vigor and spirited teaching, they would interest themselves the more in matters of hygiene. Heartily thanking them for the consideration which they have uniformly shown the Normal School and its graduates, we ask their interest and coöperation for the future, that appointments, so far as possible, be suited to individual capabilities, and that needful criticisms be freely, kindly, and judiciously made.

I submit herewith the list of names of the last

GRADUATING CLASS.

FANNY BINDON BAILEY,	FLORA FREYHOLD,
JENNIE LOUISE BICKFORD,	SARAH ELIZABETH HALLEY,
CLARA MARTHA BIEHL,	EMMA ROSALIE MASON,
LIZZIE FRAILEY BROWN,	AGNES LOUISE MCARTHUR,
MARY ELIZABETH CHASE,	JANET MCWILLIAM,
ELIZABETH VIRGINIA CLAYTON,	SALLIE COLEMAN MURRAY,
FLORENCE MATILDA COLLINS,	HELEN DUVALL ROBINSON,
ADELIA LOUISE DAVIS,	GRACE SUSAN SILVERS,
MARY JOHN DAVIS,	LILY FLORENCE SPACKMAN,
HELEN AUGUSTA DUFFY,	MARY ELIZABETH STOCKETT.

Very Respectfully,

LUCILLA E. SMITH, *Principal.*

JUNE 30, 1880.

A rule of the Board provides that graduates of the Normal School, who have taught in the Public Schools of the city not less than one year, and given satisfactory evidence of their ability to govern and instruct a school, shall be entitled to receive diplomas, which shall be equivalent to Third-class certificates. In accordance with this provision, and the recommendation of the Committee on Teachers and the Superintendent, the diploma of the Normal School was conferred upon the graduates named below:

IRENE LOUISA SNYDER,	CECILIA DOUGHTY,
LIDA WHEELER CUSTIS,	EMMA LINDA DUVALL,
MARY MARCH DYER,	MARY CATHARINE JOHNSON,
CHARLOTTE LOUISE GARRISON,	BLANCHE LE COMPTE PATTISON,
MARY ELIZABETH KELLEY,	SARAH ESKRIDGE WHITE,
CORA ANN ROBERTSON,	MARGARET GERTRUDE COWLING,
	EMMA KATE GORE.

The school, with a course limited to one year, is organized upon the theory that no candidate shall be eligible to mem-

bership in it who has not the scholastic qualifications requisite for a teacher, so that the year may be devoted exclusively, or nearly so, to professional work—the theory and practice of teaching.

At the examination for admission to it, held in June last, thirty-eight candidates were present. Of these the twenty ranking highest were admitted to the school in September. The average percentage attained by them was 67.3, and the list of questions given is herewith submitted:

QUESTIONS

USED IN THE EXAMINATION FOR ADMISSION TO THE NORMAL SCHOOL.
1880.

ARITHMETIC.

1. Extract the square root, to four decimal places, of a billion trillionths.
2. A ball of cord six inches in diameter is to be divided equally among three boys: how much of the diameter must each take?
3. A hectoliter of a certain kind of wine costs \$75: how much must it be sold for by the gallon to gain 35 per cent.?
4. What is the diameter of a sphere that contains 3,000 cubic inches?

GRAMMAR.

1. Give the classification of verbs with their properties, and state what is meant by grammatical properties of words.
2. What is said of the syntax of abridged expressions?
3. Correct, if necessary, and give reasons therefor:
 - a. The Musselmen are Mahometans, but the Germens are not.
 - b. John's, David's, and William's wife, are of the same age.
 - c. He knew not that I was a foreigner.
4. Analyze the following and parse the italicized words:

“ My author and *disposer*, *what* thou bid'st
Unargued I obey; so God ordains;
God is thy law, *thou mine*; to know no more
Is woman's happiest knowledge and her *praise*.”

PHYSICAL GEOGRAPHY.

1. Define climate. What are the variations of astronomical climate resulting from the shape and motions of the earth?
2. State the causes, and describe the general circulation of the oceanic currents.
3. Give the laws for the distribution of clouds and rain, and describe the rain-fall in the zones of trade winds.
4. Explain the formation and describe the motion of glaciers. Where are they found, and what is their physiographic action?

GENERAL HISTORY.

1. Career of Alexander the Great; principal kingdoms founded by his successors.
2. Events which led to the French Revolution; influence of the Revolution.
3. Principal events in English history during the reigns of the four Georges.
4. What is meant by War of the Fronde? the Holy Alliance? the Treaty of Frankfort? the Hanseatic League? the Reign of Terror?

PHYSICS.

1. State and illustrate the principle of Archimedes.
2. Velocity of sound in air and water, how determined?
3. Explain the method and principle of electrifying bodies by induction.
4. Explain the method of silvering an object by means of electricity.

ALGEBRA.

1. Simplify $\frac{1}{a(a-b)(a-c)} + \frac{1}{b(b-a)(b-c)} - \frac{1}{abc}$
2. Extract the square root of $\frac{y^2}{x} + \frac{x^2}{4y} + \frac{2y^3 - x^3}{(xy)^{\frac{1}{4}}}$
3. An officer can form the men of his regiment into a hollow square 12 deep. The number of men in the regiment is 1,296. Find the number of men in the front of the hollow square.
4. Find the number whose square added to its cube is nine times the next higher number.

GEOMETRY.

1. Write three expressions for the area of a circle, and prove that statement on which the other two depend.
2. What is the relation of similar prisms to each other? Prove your statement.
3. What is the entire surface of the frustum of a cone whose altitude is 8 feet and of whose bases the radii are 11 feet and 5 feet respectively?
4. Find the surface and volume of a right quadrangular pyramid whose altitude is 20 feet and whose base is 5 feet square.

PENMANSHIP.

1. Make the first half of the alphabet in small letters and the last half in capitals.
2. Analyze capital G and small f.
3. Give the general rule for spacing and combining letters in a word; spacing between words in a sentence; spacing between sentences in a paragraph.
4. Copy the following:

Rest is not quitting
 The busy career;
 Rest is the fitting
 Of self to one's sphere.

DRAWING.

1. Draw a goblet from the memory of one you have drawn from the object—the vertical central line to be not less than 4 inches.
2. Draw in angular perspective a cube of 2-inch side; on the top of this a cylinder 2 inches in height, and $1\frac{1}{2}$ in breadth, and on this a cone of the same height and breadth, both vertical—the eye supposed to be on a level with the apex of the cone.
3. Draw from memory any exercise in the Free-hand Drawing-book No. 5 that you choose; make the longest line in the drawing not less than 5 inches.
4. Define a cube, a parallelopipedon, a square plinth.

GENERAL INTELLIGENCE.

1. Name the most noted events of the past year.
2. Give a brief account of the public monuments and statues that adorn Washington.
3. What are the essential qualifications of a good teacher.
4. Make out a list of the standard books you have read and give a brief synopsis of the one that has been most valuable to you.

The following table gives the statistics of the Normal School, from the date of its establishment to the present time:

YEAR.	Entered.	Withdrawn.	Retired.	Died.	Resigned.	Under-graduates.	Now teaching.
1873.....	21	4	1	1	5	.....	10
1874.....	20	0	0	0	3	.....	17
1875.....	20	1	0	0	4	.....	15
1876.....	20	0	0	0	1	.....	19
1877.....	20	0	0	1	0	.....	19
1878.....	20	0	0	0	1	.....	19
1879.....	20	0	0	0	0	.....	20
1880.....	20	0	0	0	0	20	0
Total.....	161	5	1	2	14	20	119

DRAWING.

The following is the report of the Teacher of Drawing:

Mr. J. ORMOND WILSON,

Superintendent of Public Schools :

SIR: No change was made the past year in the course of study in drawing from the First to the Ninth Grades, inclusive.

In the Normal School each year's course has been an advance upon the preceding; those entering being better prepared by previous instruction.

There is an increased demand upon teachers for the power to illustrate by black-board drawings the subjects, they are called upon to teach. Natural science cannot be taught effectively without it, and in geography, history, and language lessons, it is of such assistance that no teacher who has once acquired and used the power will think it possible to teach without it.

In view of this it was thought advisable to arrange a course especially adapted to assist teachers in this direction. A black-board illustration to be effective must consist of the fewest possible lines that will tell the story, an attempt to do too much is the most common fault in such drawings. To counteract this, instruction was given entirely from the black-board, each drawing being given in three stages, a diagram, a block, and a finished outline. The drawings by the class of objects, plant forms, human, and other animal forms displayed upon the black-board throughout the year and at the annual exhibition gave evidence of their untiring industry and the skill they had acquired.

The usual course of lessons covering the instruction required to be given by teachers in the several Grades—from the First to the Eighth, inclusive—was commenced September 6th and closed by an examination December 21st. Certificates were given as follows:

SECOND-CLASS CERTIFICATES TO—

Grace K. Dyer,	David S. R. Lambert,	Richard L. Peters,
Lewis S. Evans,	Robert M. Mitchell,	A. Forrest Perrie,
Frances E. Hooper,	Isabella R. Nalley,	Adeline Walcott,
	J. H. N. Waring.	

THIRD-CLASS CERTIFICATES TO—

Euretta B. Bozemon,	Rachel J. Day,	Grace K. Dyer,
Letitia B. Galvin,	Euphemia Macfarlane.	

FOURTH-CLASS CERTIFICATES TO—

Mandana J. Brown,	Lavinia H. Hawke,	Henry S. Petty,
Mary Buckley,	Joseph R. Keene,	Nellie F. Pumphrey,
Isabella Carroll,	Mary E. Kelly,	Linda Schmidt,
Mary R. Cunningham,	Nellie M. Mack,	Emma K. Scott,
Lida W. Custis,	Mary C. McGill,	Alice E. Speake,
Cecelia Doughty,	Eva I. McKeon,	S. Estella Wheelock,
Sarah C. Dulin,	Ella McMahon,	Emma J. Woodard,
Ellen C. Dyer.	Margaret E. Mitchell,	Mary Jane Bates.

January 10th, classes were formed for the benefit of teachers of Second and Third Grade schools. The lessons given were similar to those given in the Normal School and for the same purpose—that of assisting teachers to illustrate upon the black-board. The time was principally given to animal drawing, to illustrate the animal lessons given in those grades. The attendance upon these classes was excellent.

The Boys' Special Classes were as fully attended as usual, but the attendance was principally from the First and Second Divisions. This not because the other Divisions could not have sent those who were qualified and desirous of attending, but being at a greater distance from the classroom the time occupied in going to and from the lessons interfered so much with other studies that many felt compelled to forego the privilege. I would suggest as a remedy for this that the class be selected from the Junior Class of the Advanced Grammar School.

The drawing class-room is in the same building with this school, and therefore there would be no loss of time in going to and returning from these lessons in drawing. With such an arrangement all the Divisions will have an equal opportunity to be represented in these classes. An additional advantage would be that those entering would be prepared for more advanced instruction.

The annual exhibition was held May 21st and 22d. An interesting address was delivered by Mrs. Vinnie Ream-Hoxie. The committee appointed to examine the work of the Special Classes consisted of Major W. J. Twining, U. S. A., Engineer Commissioner of the District of Columbia; Mr. Paul Schulze, architect; Lieutenant R. L. Hoxie, U. S. A., Assistant Engineer of the District of Columbia, and the Hon. John Hitz. In accordance with the award of the committee, the following prizes were presented:

FIRST CLASS.

Gold Medal: For best original design, Ernest L. Major; honorable mention, W. A. Rosenbaum.

Gold Medal: For best drawing on black-board from dictation, Herman H. Birney; honorable mention, John Poole, Jr.

Gold Medal: For best drawing-book, William L. Speiden; honorable mention, Titus Ulke.

SECOND CLASS.

Course of Lessons in Model and Cast Drawing: For best object drawing, Walter Donaldson; honorable mention, Frederick Hurlebaus.

Course of Lessons in Mechanical Drawing: For best geometrical drawing, John W. Stockett; honorable mention, W. J. Steveson.

Parallel of Historical Ornament: For best design, A. Klakring; honorable mention, William A. Lowell.

PLAN OF INSTRUCTION IN DRAWING, 1880-'81.

FOR THE NORMAL SCHOOL.

Model and object drawing. Free-hand analysis of plant forms. Applied design. Historical ornament. Geometrical drawing. Animal

forms for black-board illustration in teaching. Method of teaching drawing. Text-book No. 10.

FOR THE SPECIAL CLASSES.

FIRST-CLASS.—Model and object drawing. Free-hand analysis of plant forms. Applied design. Historical ornament. Geometrical drawing. Text-books Nos. 11 and 12.

SECOND-CLASS.—Model and object drawing. Perspective. Free-hand analysis of plant forms. Applied design. Historical ornament. Projection of solids. Text-books Nos. 12 and 13.

TEACHERS' CLASSES.

September to December, inclusive.

FIRST-CLASS.—Free-hand drawing. Dictation. Original design. Memory drawing. Methods of teaching drawing.

SECOND-CLASS.—Model and object drawing. Geometrical drawing. Design. Methods of teaching drawing.

THIRD-CLASS.—Model and object drawing. Geometrical drawing. Original design. Methods of teaching drawing.

January to April, inclusive.

Special course of lessons in drawing the human face and animal forms, for the purpose of illustrating on black-board lessons given to lower grades of schools.

ANNUAL EXHIBITION, 1880.

Will be required from each class.

FIRST GRADE.—The slates of three pupils; each to contain geometrical forms and copies from black-board, composed of straight lines. A simple border design may be added at discretion of teacher.

SECOND GRADE—The slates of three pupils; each to contain copies from black-board, composed of straight lines and simple curves, and one drawing from dictation. A simple border design may be added at discretion of teacher.

THIRD GRADE.—Three drawing-books, No. 2. Two designs on paper, composed of straight lines and curves. Two drawings on paper, dictations.

FOURTH GRADE.—Three drawing-books, No. 4. Three drawings on paper, original designs—the unit of design being drawn separately on the paper. Three drawings on paper, copies

FIFTH GRADE—Five drawing-books, No. 5. Three copies, one of them to consist of drawings from natural leaves, (no perspective.) Three original designs, two of which should be made of conventional leaf forms—the natural and the conventional form of the leaf being drawn separately upon the paper and one of the designs having the background half-tinted. Two drawings from dictation.

SIXTH AND SEVENTH GRADES.—Five drawing-books, Nos. 6 and 7 respectively. Three copies. Three original designs, the designs to be made from leaf and flower forms, given by teacher, and the elements of design to be drawn separately upon the paper. Two drawings from dictation. Two drawings from objects.

EIGHTH GRADE.—Three drawing-books, No. 8. Three copies. Three original designs, from leaf and flower forms, given by teacher or selected by pupil, the elements to be drawn separately on paper. Three drawings from objects. Two geometrical dictations.

HIGH SCHOOLS.—Six drawing-books, No. 9. Six original designs. Six drawings from objects. Three papers of geometrical drawings. Three geometrical dictations.

From First to Seventh Grades, inclusive, each paper should be eight inches square. For Eighth and Ninth Grades, ten inches square. Each specimen should give the name of the teacher, designation of the school, and name and age of the pupil. Each drawing should be designated as copy, dictation, design, object drawing, or geometrical drawing. A slate, book, or paper will be considered a specimen, and no pupil will be allowed to send to the exhibition more than one specimen.

NORMAL SCHOOL.

From each pupil: One original design. Drawings from plant forms from nature. One drawing from the object. One drawing of an animal form. One black-board drawing.

SPECIAL CLASSES.

FIRST CLASS.—From each pupil: One drawing-book. One original design. One object drawing. One geometrical dictation.

SECOND CLASS.—From each pupil: One drawing-book. One original design. One object drawing. One perspective problem. One paper of geometrical drawings.

Respectfully submitted,

SUSAN E. FULLER,
Teacher of Drawing.

June 30, 1880.

The Annual Exhibition of Drawing and Penmanship consisted of the following:

Specimens of Drawing—Drawing-books.....	601	
“ “ on slates	429	
“ “ on black-boards.....	200	
“ “ on paper.....	1,632	
		2,862
Specimens of Penmanship—Copy-books.....	668	
“ Samplers.....	1,610	
“ on paper.....	108	
		2,386
Specimens of Map-drawing—on paper.....	957	
Total number of specimens on exhibition.....		6,205

TEACHERS.

The usual semi-annual examinations of candidates for teachers' positions and for promotions in the Public Schools of the District of Columbia were held, the first in December and the second in May. The number of candidates examined was 162, and certificates were granted as follows: First-Class, 21; Second-Class, 11; Third-Class, 17; Fourth-Class, 2; total, 51.

The number of changes in the corps of teachers for the White schools of Washington and Georgetown and the schools of The County was as follows: Died, 3; resigned, 10; retired, 12; total, 25.

The following table exhibits the length of service of teachers in the Public Schools of Washington and Georgetown, the number educated in the Public Schools of said cities, and the number educated in Normal Schools:

EXPERIENCE AND EDUCATION OF TEACHERS, SEPTEMBER 30, 1880.																																						
(Teachers in the High Schools and Normal School, Special Teachers, Assistant Teachers, and Sub-Assistants are not included in this table.)																																						
DIVISIONS.	None.	1 year.	2 years.	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	22 years.	23 years.	24 years.	25 years.	26 years.	27 years.	28 years.	29 years.	30 years.	31 years.	32 years.	Average No. of years.	Whole No. t'ch'rs employed.	Educated in Washington and Georgetown Public Schools.	Educated in Normal Schools.	
1st...	7	6	6	6	4	5	2	4	3	3	4	5	...	1	1	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	5.8	59	45	35	
2d...	5	6	8	7	6	8	4	4	3	2	4	2	4	2	2	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6.7	74	58	40
3d...	3	5	5	4	3	3	2	2	3	3	5	1	...	2	1	3	1	...	2	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	8.2	52	38	26
4th.	3	3	1	4	3	...	3	2	3	1	2	3	1	2	...	2	1	...	...	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	8.5	38	34	15
5th.	3	4	1	2	2	3	...	3	...	1	...	4	...	...	1	...	1	1	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	7.1	28	15	13
Tot.	21	24	21	23	18	19	11	15	12	10	15	15	5	7	5	7	4	2	2	1	3	2	1	1	2	1	1	2	1	2	1	2	1	7.3	251	190	129	

At the date of the table there were employed in the schools, from the First to the Eighth Grades, inclusive, 251 teachers, 7 assistant teachers, and 4 sub-assistant teachers; in the High Schools, 2 principal teachers and 5 assistant teachers; in the Normal School, 1 principal teacher and 1 assistant teacher;

in teaching vocal music, 1 principal teacher and 3 assistant teachers; in teaching drawing, 1 principal teacher and 1 assistant teacher; making a total of 277 teachers. Of this number 18 were men, and 259 were women; 190 were educated in our Public Schools, and 129 were graduates of Normal Schools; 21 had no experience as teachers previous to the present year, and the average length of service was 7.3 years.

The following table, in which Georgetown was not included until 1876, covers a period of ten years, from 1871 to 1880, and shows, for each year, the number of teachers employed having no experience, the number educated in the Public Schools of Washington and Georgetown, the number educated in Normal Schools, and the average number of years' experience:

YEARS.	No having no experience.	No. educated in Washington and Georgetown Public Schools.	No. educated in Normal Schools.	Average No. of years' experience.
1871.....	13	88	9	5.5
1872.....	14	91	7	6.0
1873.....	13	97	7	6.2
1874.....	20	117	26	6.2
1875.....	18	129	44	6.5
1876.....	23	146	64	6.4
1877.....	23	157	78	6.6
1878.....	21	167	94	6.8
1879.....	27	183	112	6.5
1880.....	21	190	129	7.3

In reference to the foregoing table it should be remarked that most of the teachers set down as "having no experience" since the establishment of the Normal School in 1873 have been graduates from that school, and hence practically the significance of those words has been materially changed since that date.

SUPERVISION AND DISCIPLINE.

In the following table will be found items relating to the supervision and discipline of the schools during the past year:

MONTHS, &c.	No. visits of Trustees.	No. visits of Supervising Principals.	No visits of Superintendent.	TEACHERS.		PUPILS.					
				No. days absent.	No. times tardy.	No. cases of corporal punishment.	No. dismissed.	No. suspended.	No. cases of tardiness.	Percentage of tardiness.	No. present every session.
September	306	1,350	292	131	25	21	1	32	895	0.15	8,305
October.....	165	931	145	87 ½	33	17	11	67	1,266	0.22	8,535
November	76	723	284	99 ½	23	18	9	29	1,181	0.27	8,459
December	116	720	200	90	61	14	1	36	1,025	0.24	8,370
January.....	99	765	223	155	40	25	7	81	1,500	0.30	6,900
February.....	79	784	113	137 ½	45	16	8	54	1,338	0.29	7,289
March.....	118	657	159	179 ½	36	15	10	40	1,172	0.23	6,744
April.....	116	843	129	139	30	11	10	40	1,097	0.20	6,820
May.....	124	636	186	101 ½	44	14	3	35	1,048	0.22	62,42
June.....	263	814	41	82	33	2	2	4	501	0.15	7,601
Total.....	1,462	8,223	1,772	1202 ½	370	153	62	418	11,023	0.22 Ave'ge.	Through } year, } 1,785

The number of visits made to the schools by the Trustees, Supervising Principals, and Superintendent was 11,457. The number of cases of corporal punishment was 153. These cases occurred in 52 schools, 28 boys' schools, 3 girls' schools, and 21 boys' and girls' schools. In 187 schools there was no corporal punishment.

The monthly average number of pupils present and punctual at every session was 7,526; and the number present and punctual at every session during the entire year was 1,785. The tardiness during the year averaged .22 per cent.; or expressed in another form, was in the ratio of 85 cases to the 100 pupils of the average enrolment.

The following table gives the average enrolment of pupils, number of cases of corporal punishment, number of pupils dismissed, number of pupils suspended, number of cases of tardiness, and the increase or decrease of the same from 1871 to 1880, a period of ten years, the statistics of Georgetown not being included until 1876:

YEARS.	Average enrolment of pupils.	No. cases of corporal punishment.	No. pupils dismissed.	No. pupils suspended.	No. cases of tardiness.
1871.....	6,529	649	310	531	10,198
1872.....	6,734	367	297	601	6,877
1873.....	6,890	429	173	325	5,113
1874.....	7,835	114	235	447	3,021
1875.....	8,254	105	134	253	2,974
1876.....	9,831	249	144	233	4,236
1877.....	10,805	264	154	326	5,418
1878.....	11,627	298	109	664	6,901
1879.....	12,325	165	91	456	8,104
1880.....	12,956	153	62	418	11,023
Increase in 9 years.....	6,427				825
Decrease in 9 years.....		496	248	113	

EXAMINATIONS.

During the year the following examinations of the schools, from the First to the Eighth Grades, inclusive, were made by the Superintendent and five Supervising Principals:

January 5 to February 6.—First oral examination of the First, Second, Third, and Fourth Grades.

March 1 to 31.—Oral examination of the Fifth, Sixth, and Seventh Grades, in the following subjects: Reading, intellectual arithmetic, penmanship, drawing, natural science, physical and vocal culture, and vocal music; record books examined and discipline noted.

April 22 to 29.—Examination in spelling of the Third, Fourth, Fifth, Sixth, Seventh, and Eighth Grades.

May 3 to 10.—Oral examination of the Eighth Grade in the following subjects: Reading, physical and vocal culture, word-analysis, composition, penmanship, drawing, map drawing, intellectual arithmetic, and vocal music; record books examined and discipline noted.

May 17 to June 4.—Second oral examination of the First, Second, Third, and Fourth Grades.

June 7 to 9.—Written examination of the Fifth, Sixth, Seventh, and Eighth Grades.

From the foregoing schedule it will be seen that the lower four grades were examined twice; first, in the middle, and, second, at the close of the last school-year. These examinations were oral, with the exception of some written work on slates. The subjects included in them are stated in the accompanying abstract of the examiners' reports.

In the four higher grades the examinations were mainly written. The studies taken up in the oral examinations are named in the schedule above. In these grades each teacher has a monthly written examination, arranged usually so that a part of the work, one or more studies, is allotted to each week.

The printed questions given in the written examinations will be found in the Appendix, and the following are abstracts of records made of both oral and written examinations:

Oral Examinations made by the Superintendent and Supervising Principals, May 10 to June 18, 1880.

No. of Classes examined, 169; No. of Pupils, 8,218. The numbers denote No. of classes.

SUBJECTS.	1st Div.				2d Div.				3d Div.				4th Div.				5th Div.				Total.			
	Excel't.	Good.	Fair.	Poor.	Excel't.	Good.	Fair.	Poor.	Excel't.	Good.	Fair.	Poor.	Excel't.	Good.	Fair.	Poor.	Excel't.	Good.	Fair.	Poor.	Excel't.	Good.	Fair.	Poor.
Grade I.																								
Reading.....	6	1	3	...	7	4	...	...	6	2	1	...	5	1	...	...	3	1	...	1	27	9	4	1
Spelling.....	6	3	1	...	7	3	1	...	6	2	1	...	5	1	...	...	2	2	...	1	27	10	3	1
Roman Numerals.....	10	...	...	...	10	1	...	...	9	...	...	...	5	1	...	...	4	...	...	1	38	2	...	1
Arabic Figures.....	8	2	...	...	10	1	...	...	8	1	...	...	5	1	...	...	4	...	...	1	35	5	...	1
Numbers.....	9	1	...	...	7	3	1	...	5	3	1	...	4	2	...	...	3	1	...	1	28	10	2	1
Writing.....	6	3	1	...	8	3	...	...	8	1	...	...	3	3	...	...	4	...	...	1	29	9	2	1
Drawing.....	7	3	...	...	9	2	...	...	6	3	...	...	3	3	...	...	4	...	...	1	29	11	...	1
Object Lessons.....	7	3	...	...	7	2	1	1	7	2	...	...	4	2	...	...	4	...	...	1	29	9	1	2
Physical Culture.....	8	2	...	...	9	1	1	...	9	...	...	...	3	3	...	...	3	1	...	1	32	7	1	1
Vocal Music.....	9	1	...	...	7	3	1	...	5	4	...	...	2	3	1	...	3	...	1	1	26	10	4	1
Discipline.....	8	1	1	...	10	...	1	...	9	...	...	...	3	3	...	...	4	...	1	...	34	4	3	...
Grade II.																					334	86	20	11
Reading.....	9	1	...	...	1	10	...	1	2	3	2	...	5	1	...	...	3	1	1	...	20	16	3	1
Spelling.....	9	1	...	...	7	5	...	...	4	3	...	...	6	...	...	...	3	1	1	...	29	10	1	...
Arabic Figures.....	10	...	...	...	11	1	...	...	5	2	...	...	4	2	...	...	4	...	1	...	34	5	1	...
Arithmetic.....	7	...	3	...	5	6	1	...	3	4	...	...	4	2	...	...	4	...	1	...	23	12	5	...
Lessons in Language...	7	2	1	...	8	4	...	...	4	3	...	...	2	4	...	...	2	2	...	1	23	15	1	1
Map of Washington...	8	2	...	...	7	3	2	...	2	5	...	...	2	4	...	...	3	2	...	...	22	16	2	...
Writing.....	7	3	...	...	8	3	1	...	3	4	...	...	1	4	1	...	3	1	1	...	22	15	3	...
Drawing.....	7	3	...	...	9	3	...	...	5	2	...	...	1	4	1	...	4	1	...	...	26	13	1	...
Lessons in Nat. Science	7	2	1	...	6	6	...	...	5	2	...	...	1	5	...	...	3	...	1	1	22	15	2	1
Physical Culture.....	7	2	1	...	6	5	1	...	6	1	...	...	6	...	...	...	4	...	...	1	23	14	2	1
Vocal Music.....	6	3	1	...	5	6	1	...	4	2	1	...	2	3	1	...	3	1	1	...	17	17	5	1
Discipline.....	10	...	...	...	10	...	2	...	7	...	...	...	5	1	...	...	4	...	1	...	31	5	4	...
Grade III.																					292	153	30	5
Reading.....	8	2	...	...	9	3	...	...	3	4	1	...	4	4	...	...	1	2	2	...	25	15	3	...
Spelling.....	5	4	1	...	3	4	...	...	1	4	1	2	...	6	2	...	2	1	1	1	22	15	3	3
Arithmetic.....	6	3	1	...	7	5	...	...	5	2	1	...	6	2	...	...	2	1	1	1	26	13	3	1
Lessons in Language...	7	3	...	...	5	5	2	...	3	5	...	...	1	7	...	...	3	1	...	1	19	21	2	1
Geography.....	5	3	2	...	10	1	1	...	6	...	2	...	2	5	1	...	3	1	1	...	26	10	7	...
Writing.....	6	3	1	...	3	5	4	...	2	5	1	...	6	2	...	...	3	...	1	1	20	15	7	1
Drawing.....	9	...	1	...	7	4	1	...	4	4	...	...	2	6	...	...	2	3	...	...	24	17	2	...
Lessons in Nat. Science	5	4	1	...	10	2	...	...	3	3	2	...	1	6	1	...	3	1	...	1	22	16	4	1
Physical Culture.....	9	1	...	...	7	5	...	...	7	...	1	...	8	...	...	...	2	2	...	1	25	16	1	1
Vocal Music.....	2	6	2	...	7	5	...	...	4	4	...	...	2	5	1	...	2	2	...	1	17	22	3	1
Discipline.....	9	1	...	...	11	1	...	...	7	...	1	...	4	4	...	...	3	...	1	1	34	6	2	1
Grade IV.																					260	166	37	10
Reading.....	6	3	2	...	5	7	...	...	2	5	1	...	2	7	...	...	4	...	1	...	19	22	4	...
Spelling.....	6	4	1	...	6	5	1	...	1	3	4	...	8	1	...	...	1	3	1	...	22	16	7	...
Arithmetic.....	6	4	1	...	7	4	1	...	5	1	2	...	7	2	...	...	4	...	1	...	29	11	5	...
Lessons in Language...	6	4	1	...	10	2	...	...	2	6	...	...	2	7	...	...	4	...	...	1	24	19	1	1
Geography.....	3	5	3	...	9	3	...	...	5	1	2	...	3	4	2	...	4	1	...	...	24	14	7	...
Writing.....	4	2	5	...	6	6	...	...	1	5	2	...	5	4	...	...	3	2	...	...	19	19	7	...
Drawing.....	6	5	...	...	8	3	1	...	5	3	...	...	4	5	...	...	2	2	1	...	25	13	2	...
Lessons in Nat. Science	4	2	5	...	7	5	...	...	5	2	1	...	7	2	...	...	4	...	...	1	20	16	8	1
Physical Culture.....	5	5	...	1	5	6	1	...	5	2	1	...	8	1	...	...	4	...	1	...	19	21	4	1
Vocal Music.....	3	5	3	...	6	6	...	...	5	3	...	...	4	5	...	...	2	2	1	...	20	21	4	...
Discipline.....	10	...	1	...	9	2	1	...	8	...	...	...	6	3	...	...	4	1	...	...	37	6	2	...
																					258	183	51	3

RECAPITULATION.

STUDIES.	Reading.	Spelling.	Roman Numerals.	Arabic Fig's.	Numbers.	Arithmetic.	Lessons in Language	Map of Washington.	Geography.	Writing.	Drawing.	Object Les'ns.	Les'ns in Nat. Science.	Physical Culture.	Vocal Music.	Discipline.	Total.	Percentage.
Excellent ...	91	100	38	69	28	78	66	22	50	90	104	29	64	99	80	136	1,143	60.2
Good.....	62	51	2	10	10	36	55	16	24	58	59	9	47	58	70	21	588	31.0
Fair.....	14	14	...	1	2	13	4	2	14	19	5	1	14	8	16	11	138	7.3
Poor.....	2	4	1	1	1	1	3	...	...	2	1	2	3	4	3	1	29	1.5

Annual Written Examinations—June 7, 8, and 9, 1880.

BOYS.						
NAME OF TEACHER.	GRADE.	Division.	Average per cent.	No. of pupils 50 per cent. and above.	No. of pupils below 50 per cent.	Whole No. of pupils examined.
Mr. E. A. Paul.....	Tenth.....	.....	80.1	18	1	19
Mr. J. J. Chickering.....	Ninth.....	.....	73.5	42	2	44
Mr. M. P. White.....	Eighth.....	3	58.0	8	2	10
Mr. S. J. Thomson.....	do.....	1	57.4	15	7	22
Mr. J. M. Fox.....	do.....	2	40.7	5	12	17
Mr. I. Fairbrother.....	do.....	2	38.8	1	18	19
Miss K. T. Brown.....	do.....	4	37.1	4	22	26
Miss J. A. Brown.....	Seventh.....	2	73.5	9	0	9
Mr. A. C. Paul.....	do.....	2	72.4	47	1	48
Miss V. L. Nourse.....	do.....	1	69.5	49	4	53
Miss M. A. Groff.....	do.....	3	67.2	42	2	44
Miss E. J. Riley.....	do.....	1	60.7	18	2	20
Miss M. E. Morgan.....	do.....	4	56.4	32	12	44
Miss A. H. Fuller.....	Sixth.....	1	68.3	36	3	39
Miss M. A. Tait.....	do.....	1	68.2	42	2	44
Miss F. L. Hendley.....	do.....	2	65.8	45	4	49
Miss M. G. Kelly.....	do.....	2	65.1	30	7	37
Miss K. T. Brown.....	do.....	3	62.6	37	6	43
Miss M. Morgan.....	do.....	2	62.1	29	3	32
Miss M. A. Groff.....	do.....	3	60.0	32	11	43
Miss E. Bowen.....	do.....	1	57.7	21	5	26
Miss S. S. Childs.....	do.....	4	57.6	32	10	42
Miss M. E. Bohrer.....	do.....	2	52.9	26	19	45
Mrs. A. M. Heflebower.....	do.....	3	47.5	4	9	13
Miss M. L. Strobel.....	Fifth.....	1	80.0	45	0	45
Miss A. M. East.....	do.....	4	68.6	38	3	41
Miss J. I. Murray.....	do.....	2	68.3	48	2	50
Miss F. M. Bartlett.....	do.....	2	66.0	36	2	38
Miss E. L. Bond.....	do.....	1	65.0	32	4	36
Miss E. Rodler.....	do.....	2	63.1	50	5	55
Miss V. R. Gittings.....	do.....	1	63.0	22	1	23
Miss E. C. Dyer.....	do.....	2	61.3	36	5	41
Miss M. A. Law.....	do.....	2	60.1	26	5	31
Miss I. A. Lord.....	do.....	4	60.1	28	9	37
Miss S. M. Lusby.....	do.....	3	58.3	36	14	50
Mr C. H. Ourand.....	do.....	3	56.8	37	12	49
Miss M. E. Bohrer.....	do.....	2	47.4	22	27	49
	do.....	3	46.8	3	5	8
Total.....				1,083	258	1,341

BOYS AND GIRLS.						
Miss L. Reed.....	Eighth.....	5	55.5	19	8	27
Mr. D. A. Smith.....	Seventh.....	5	61.1	36	10	46
Mrs. M. E. Turner.....	Sixth.....	5	63.5	34	5	39
Miss R. J. Day.....	do.....	3	58.4	37	12	49
Mrs. M. J. Bates.....	do.....	5	41.5	7	34	41
Miss V. V. Trook.....	Fifth.....	4	79.6	19	0	19
Miss N. M. Mack.....	do.....	3	67.8	37	2	39
Miss M. W. Burchard.....	do.....	1	66.9	39	3	42
Miss S. F. Sparks.....	do.....	1	66.6	33	4	37
Miss F. P. Sullivan.....	do.....	5	64.1	37	5	42
Miss E. L. Godey.....	do.....	5	63.8	45	6	51
Miss M. W. Garges.....	do.....	3	61.4	35	8	43
Miss E. J. Young.....	do.....	3	60.5	43	10	53
Miss R. M. Blundon.....	do.....	5	60.0	22	7	29
Miss K. A. Wilson.....	do.....	5	51.9	23	21	44
Total.....				466	135	601

Annual Written Examinations, &c.—Continued.

GIRLS.						
NAME OF TEACHER.	GRADE.	Division.	Average per cent.	No. of pupils 50 per cent. and above.	No. of pupils below 50 per cent.	Whole No. of pupils examined.
Miss G. Lane.....	Tenth.....		75.9	38	3	41
	Ninth.....		60.7	34	5	39
Miss M. King.....	Elighth.....	2	62.0	22	1	23
Miss M. E. Rowe.....	do.....	2	51.7	11	12	23
Mrs. E. A. Hilton.....	do.....	3	50.0	10	9	19
Miss L. B. Holbrook.....	do.....	1	49.8	18	23	41
Mrs. M. E. Martin.....	do.....	4	49.2	12	18	30
Miss L. B. Davis.....	Seventh.....	3	82.4	47	0	47
Miss C. C. Baker.....	do.....	2	74.5	30	0	30
Miss K. E. Rawlings.....	do.....	1	70.8	40	3	43
Miss E. V. Billing.....	do.....	2	69.3	33	2	35
Miss H. I. Schimmelfennig.....	do.....	1	68.4	40	1	41
Miss M. A. Aukward.....	do.....	3	64.6	45	6	51
Mrs. S. E. Wise.....	do.....	4	59.7	37	10	47
Miss L. C. Camp.....	do.....	2	52.3	22	15	37
Mrs. M. E. R. Nevitt.....	do.....	1	52.3	9	12	21
Miss S. C. Collins.....	Sixth.....	2	80.5	47	0	47
Miss A. Van Horn.....	do.....	4	78.5	50	0	50
Miss A. L. Kern.....	do.....	2	75.8	46	0	46
Miss E. Robinson.....	do.....	2	73.7	44	0	44
Miss M. L. Packard.....	do.....	3	72.1	47	0	47
Miss F. E. Jullien.....	do.....	1	65.8	43	5	48
Miss M. C. McGill.....	do.....	1	65.8	39	10	49
Miss D. Rogers.....	do.....	2	63.0	30	7	37
Miss H. P. Johnson.....	do.....	3	62.2	41	9	50
Miss S. A. Langley.....	do.....	4	61.2	35	10	45
Mrs. M. E. R. Nevitt.....	do.....	1	47.1	11	14	25
Miss E. Williams.....	Fifth.....	1	84.3	41	0	41
Miss M. S. Shields.....	do.....	1	75.0	48	1	49
Miss L. F. Thomas.....	do.....	3	67.7	35	4	39
Miss C. L. Wilson.....	do.....	4	64.3	49	5	54
Miss A. M. Whitmore.....	do.....	4	62.7	46	8	54
Miss C. A. Hollingsworth.....	do.....	1	57.6	32	12	44
Miss M. Hinman.....	do.....	2	54.9	25	16	41
Miss E. C. Weightman.....	do.....	2	54.9	36	19	55
Miss M. E. Van Doren.....	do.....	3	54.8	36	14	50
Miss C. M. Woodard.....	do.....	2	54.8	33	24	57
Miss F. Hooper.....	do.....	2	49.9	29	27	56
Miss O. Hambly.....	do.....	2	48.0	17	24	41
Total.....				1,308	329	1,637
Grand Total.....				2,857	722	3,579

The following statement shows the percentage of the whole number of classes marked "excellent," "good," "fair," and "poor," in the second examinations of the lower four grades, for the last six years:

	Excellent.	Good.	Fair.	Poor.
1875.....	55.7	32.4	8.6	3.3
1876.....	62.0	31.9	5.0	1.1
1877.....	66.0	22.6	10.0	1.4
1878.....	67.7	24.8	6.3	1.2
1879.....	65.1	27.3	5.8	1.8
1880.....	60.2	31.0	7.3	1.5

An examination for the purpose of awarding the college scholarships was held June 5. To the list of studies included in it heretofore Rhetoric and Trigonometry were added. The Principal of the Advanced Grammar School for Boys designated as candidates the fifteen pupils who ranked highest in studies, as shown by their marks for the year.

The names of the examiners and candidates, list of questions used, percentages attained, and awards made are given below :

EXAMINATION OF CANDIDATES FOR THE KENDALL AND KING SCHOLARSHIPS.

Examiners : Messrs. CHARLES B. YOUNG, JOHN W. HUNT, OTIS T. MASON.

QUESTIONS.

Algebra.

1. Given $\frac{c}{\sqrt{x} + \sqrt{a}} + \frac{m\sqrt{a}}{x - a} = \frac{m}{\sqrt{x} - \sqrt{a}}$ to find x .
2. Find the product of $\sqrt{\frac{ax^2}{(a+x)^2}} \times \sqrt{\frac{b(a^2-x^2)^2}{x^4}} \times 4\sqrt{\frac{a^4c}{(a-x^4)}}$
3. A farmer would mix oats worth a cents a bushel with peas worth b cents a bushel, to form a mixture of c bushels worth d cents a bushel : how many bushels of each kind must he take?
4. A courier was sent from A to B, a distance of 147 miles ; after 28 hours had elapsed, a second courier was sent from the same place, who overtook the first just as he entered B ; now, the time required by the first to travel 17 miles, added to the time required by the second to travel 56 miles, is $13\frac{2}{3}$ hours : how many miles did each travel per hour?

Arithmetic.

1. If \$6,256.32 taxes must be raised, and 2 per cent. is paid for collecting, and 5 per cent. of the amount assessed cannot be collected, and 4 per cent. is deducted from the tax bill of each person who pays the tax before a given date, what sum must be assessed on the supposition that all who pay, pay before the given date?

2. How many liters in a tank 4.3m long, 3.75m wide, and 1.6m deep?
3. The denominator of a fraction is $\frac{\frac{3}{5} \times \frac{1}{3} + \frac{4}{7} \text{ of } 8\frac{1}{5}}{18\frac{7}{8} \text{ of } \frac{5}{6} + \frac{2}{9}}$, and the numerator is $\frac{6}{7}$ of the denominator: give the square root of the fraction to three places of figures.
4. A room 15 by 20 feet is to be carpeted with tapestry carpet $\frac{3}{4}$ of a yard wide; in order to make the figure match a breadth cannot be split, and if the breadths are laid to run lengthwise of the room, each breadth must be 10 inches longer than the room, and if the other way, 8 inches: what is the cost of the least number of yards that will carpet the room at \$0.95 a yard?
5. A, B, and C are to share \$100,000 in the proportion of $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{5}$ respectively; but C dying, it is required to divide the whole sum proportionally between the other two: what is each one's share?

Physical Geography

1. Describe the volcanic zones of the earth.
2. What contrasts are presented between the northern and the southern hemisphere; and also between the eastern and the western?
3. Explain the phenomena of ocean currents.
4. What are zones of vegetation, and on what conditions do they depend?

History.

1. For what is civilization indebted to the Phœnicians?
2. Give a sketch of the religion of the Greeks.
3. What was the condition of the German Empire immediately after the death of Charlemagne?
4. What explorations were made by Prince Henry and the Portuguese previously to the discovery of America?

Reading.

1. Into what topics does the author divide Voice and Gesture?
2. When the voice winds from one pitch to another, what emotions are excited?
3. What is the method of vocal expression in exciting mirth?
4. What gestures are laid down for the following sentiments:

Who steals my purse, steals trash.

If parts allure thee, think how Bacon shined,
The wisest, brightest, meanest of mankind.

English Grammar and Rhetoric.

1. What does a verb in the subjunctive mood express?
2. Name the auxiliary verbs.
3. In what instances is it proper to use *shall* and *should*, *will* and *would*?
4. What is said of the plural of foreign words?

5. How is a compound or complex term expressed in the possessive case?
6. Correct the following :
 - (a) Ira Jacobs, him who you punished, was not to be blamed.
 - (b) No one could prevent him escaping.
 - (c) Every one should have their lives insured.
 - (d) These are the men and the guns which we captured.
 - (e) Gravitation is where one body attracts another.
 - (f) You shiver as though you had the ague.
 - (g) He did not know that brass was made of zinc and copper.
 - (h) Who first invented gunpowder?
7. Analyze and parse—

Think for thyself—one good idea
But known to be thine own,
Is better than a thousand gleaned
From fields by others sown.
8. What are the sources of materials in invention?
9. What are the essentials of good diction? Define each class.
10. What is sentential unity?
11. Define metaphor, metonymy, antithesis, and irony. Give examples.
12. Give a list of the topics embraced under rules for the use of commas.

Trigonometry and Geometry.

1. Define the complement, supplement, sine, cosine, tangent, cotangent, secant, and cosecant, of an angle.
2. Find the sine of 30° , 60° , and 45° .
3. How can the area of a triangle be found when the three sides are given?
4. When the altitude of the sun is 30° , the length of the shadow cast by Bunker-Hill Monument is 381.1 feet: find the height of the monument.
5. Prove, that in any plane triangle, the sides have the same ratio as the sines of the opposite angles;
Pyramids having equivalent bases and the same altitude are equivalent;
The perpendicular from a circumference to the diameter is a mean proportional between the segments of the diameter.

Spelling

Responsible.	Covenant.	Vengeance.	Heinous.
Laudable.	Relevant.	Mechanician.	Emigrate.
Anomaly.	Descendant.	Derision.	Immigrant.
Homily.	Ascendency.	Coalition.	Beneficent.
Sententious.	Ebullition.	Preferable.	Hideous.
Luscious.	Collision.	Preferred.	Insidious.
Superficial.	Consequence.	Effervescence.	Malicious.
Deferential.	Recompense.	Cutaneous.	Nutritious.

NAMES OF CANDIDATES.	PERCENTAGES ATTAINED.									
	Algebra.	Arithmetic.	Geography.	Geometry and Trigonometry.	Grammar and Rhetoric.	History.	Penmanship.	Reading.	Spelling.	Average.
Lewes D. Wilson.....	51.1	54.6	80.4	85.0	76.2	81.6	82.9	82.0	79.1	72.9
Joseph G. Falck.....										
Robert F. Rogers.....										
Charles M. Bruff.....										
John B. Okie.....										
P. M. Hughes.....										
J. Powell Spindle.....										
Andrew M. Coyle.....										
Arthur E. Middleton.....										
J. Pemberton Slaughter.										
Felix Freyhold.....										
F. W. Clements.....										
Clinton Gage.....										
Charles S. Jones.....										
Frank H. Stephens.....										
<i>Kendall Scholarship awarded to—</i>										
Lewes D. Wilson.....	100	81.2	91.6	87.5	90.6	93.7	81.2	90.6	96.8	90.5
<i>King Scholarship awarded to—</i>										
Joseph G. Falck.....	66.6	70.3	87.5	95.8	81.2	91.6	81.2	87.4	93.7	83.0

ROLL OF AWARDS OF THE COLUMBIAN COLLEGE SCHOLARSHIP.

1855.—F. MARION BRADLEY.	1863.—ELBERT TURNER.
1859.—J. ABBOT MOORE.	1864.—FABY FRANKLIN.
1860.—OLIVER T. THOMPSON.	1865.—ROBERT H. HARKNESS.
1861.—PATRICK MACAULEY.	1866.—JAMES E. BANGS.
1862.—JOSEPH H. FRANCE.	1867.—CHARLES P. G. SCOTT.
1868.—ANDREW A. LIPSCOMB.	

KENDALL SCHOLARSHIP.

1869.—W. H. SINGLETON.	1875.—H. A. SCHIMMELFENNIG.
1870.—THEODORE W. NOYES.	1876.—WALTER B. GRANT.
1871.—DAVID W. MCNAIR	1877.—EGBERT L. WEAVER.
1872.—WILLIAM H. LUFF.	1878.—HOWARD L. HODGKINS.
1873.—EDWIN L. SCOTT	1879.—G. A. STARKWEATHER.
1874.—WALTER M. MCFARLAND.	1880.—LEWES D. WILSON.

RECEIPTS AND EXPENDITURES.

In the tables appended to this report there is given a full statement of the receipts and payments of the District of Columbia, on account of Public Schools, for the fiscal year

ending June 30, 1880. The total of receipts was \$476,957.26; and the total of payments was \$438,567.42, leaving an unexpended balance of \$38,389.84. The statement in detail of the payments made during the year, shows that \$287,871.74 was paid for the salaries of teachers and superintendents, \$19,374.37 for the salaries of janitors; \$46,349.39 for permanent improvements, and \$84,971.92 for all other expenses.

In the following table will be found an analytical exhibit of the expenses of the city White schools, the cost per pupil being based on the average enrolment:

Analytical Exhibit of Expenses of the White Schools, Washington and Georgetown included from 1875-'76.

	1873-'74.	1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.
Salaries of teachers and Superintendent...	\$108,247 56	\$118,905 86	\$141,201 25	\$156,583 79	\$148,742 66	\$159,682 71	\$172,026 64
Contingent expenses....	53,274 13	58,786 98	72,844 47	66,556 44	63,097 37	66,848 82	69,431 36
Perm't improvem'ts..	1,042 70	3,992 47	31,784 91	3,351 14	13,135 22	2,988 71	45,501 99
Total expenditures.	162,564 39	181,685 31	245,830 63	226,491 37	224,975 25	229,520 25	286,959 99
Increase.....		19,120 92	64,145 32			4,545 00	57,439 74
Decrease.....	60,175 53			19,339 26	1,516 12		
For each pupil:							
Tuition.....	13 82	14 41	14 36	14 49	12 79	12 95	13 28
Incidentals.....	6 80	7 12	7 41	6 16	5 42	5 42	5 36
Total cost....	20 62	21 53	21 77	20 65	18 21	18 37	18 64
Increase.....		91	24			16	27
Decrease.....	2 68			1 12	2 44		
No. teach's..	143	157	184	200	222	240	259
No. pupils for each teacher.....	58	54	55	56	54	53	55
Average salary of each teacher.....	\$756 97	\$757 36	\$767 40	\$770 41	\$659 06	\$642 63	\$643 15

The cost per pupil for the year's tuition was \$13.28, and for incidentals, \$5.36, making a total of \$18.64. The table shows an increase over the past year of 27 cents in the cost per pupil, the cost for tuition being 33 cents more per pupil, and the cost for incidentals 6 cents less.

With the view of showing the comparative cost of education, based on the average daily attendance of pupils, in several large cities, the following table has been compiled from the report of the United States Commissioner of Education, 1879:

	Cities.	Tuition.	Incidental Expenses.	Total.	
1	Boston*.....				
2	San Francisco.....	\$24 83	\$9 10	\$33 93	1
3	New York.....	25 46	4 84	30 30	2
4	Cincinnati.....	19 93	3 48	23 41	3
5	Pittsburg.....	20 12	2 66	22 78	4
6	Providence*.....	19 76	2 92	22 68	5
7	Columbus.....	17 23	5 13	22 36	6
8	Dayton*.....	17 33	4 71	22 04	7
9	Baltimore.....	20 49		20 49	8
10	Cleveland.....	15 33	4 15	19 48	9
11	Washington and Georgetown.....	15 76	3 54	19 30	10
12	St. Louis.....	13 61	5 69	19 30	11
13	Indianapolis.....	16 73	2 00	18 73	12
14	Newark.....	14 24	3 99	18 23	13
15	Detroit.....	14 08	3 66	17 74	14
		13 72	3 22	16 94	15

*No returns made since report of 1878.

“Tuition,” as used in the foregoing table, includes the cost of teaching and supervision, and “incidental expenses” includes all other expenses, excepting those incurred for permanent improvements—sites, buildings, and their furniture. No charge is made for the use of buildings owned by the respective cities. Fifteen prominent cities have been selected and arranged in the order of the “total cost” of education per pupil in the cities named. Boston is at the head of the list, with \$33.93 per pupil; Detroit is at the foot, with \$16.94 per pupil; and Washington and Georgetown stand tenth, with \$19.30 per pupil. An average of the cost in these cities is \$21.84 per pupil, \$2.54 more than that in Washington and Georgetown. It will be noticed, also, that the table shows the cost of “tuition” in the last named cities to be less than that in any other city named.

The amount paid for rent and repairs is included in “incidental expenses,” and it should be stated that in Washington and Georgetown about \$30,000 per annum are expended for the rent of buildings and changes and repairs required by the same, while in the other cities, given above, it is believed that but little, if anything, is expended in this way. These items, of course, considerably increase the incidental expenses.

COUNTY SCHOOLS.

The whole number of pupils enrolled in The County schools during the past year was 2,650, an increase of 213 over the preceding year; the number of teachers employed was 46, an increase of 4; and the amount expended for these schools was \$46,946.42, an increase of \$6,975.33, as compared with the preceding year.

Two new buildings—one of six rooms, at Uniontown, and one of two rooms, on the Bladensburg Road—have just been finished. Of the three buildings mentioned in the last report the necessity for these two was the most urgent. They are substantial brick structures, affording school-rooms of sufficient size and accommodations greatly superior to those heretofore provided for their respective neighborhoods. In the plans for these buildings, the arrangement of the school-rooms and cloak-rooms, and the provision made for lighting, heating, and ventilating, there is nothing that will justify special commendation. The sites are very good. Two more buildings are now needed—one of two rooms at Benning, as stated in the last report, and one of three or four rooms on University Hill. In the last-named place the building now occupied is rented, and contains only two school-rooms, which are over-crowded the present year. It is evident that there are now enough school children in this neighborhood to fill three rooms and there will soon be enough to fill four.

Since the schools of The County were consolidated with those of the city under the management of one Board, much has been done to improve the condition of the buildings, furniture, and appliances for these schools, but much yet remains to be done, and especially in the way of properly enclosing and making attractive the play-grounds. These acres should be duly consecrated to the children by being made to contribute to the fullest extent to their pleasure and instruction.

The quality of the instruction given in these schools improves each year. The average scholarship, as shown by the official examinations, was better the past year than ever before. The teachers avail themselves of all the means of improvement afforded by the classes in drawing, elocution, etc.,

provided in the city for teachers, and as many of them have to travel long distances to reach the place of meeting, they are entitled to special mention. With better teaching comes better discipline. The attendance is more constant and punctual, while suspensions, corporal punishments, and dismissals are disappearing.

PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA.

The District of Columbia has an area of about sixty-four square miles, and is divided into the cities of Washington and Georgetown, and an adjacent rural district, called The County. The school population is composed of White and Colored children; about two-thirds belonging to the former class and one-third to the latter. These classes are separated in the Public Schools, but like advantages are afforded to each. The White schools are taught exclusively by White teachers, and the Colored schools, with very few exceptions, by Colored teachers. About one-ninth of the school population of the District of Columbia is found in The County. The schools for these children are similar to country and village schools elsewhere, those in the small villages near the boundaries of the city being partly graded, and those in localities having a sparse population being ungraded. All the Public Schools of the District of Columbia are under the control of one Board of Trustees, composed of nineteen members, fourteen White and five Colored; fourteen from the cities and five from The County. The Board of Trustees has divided the schools under its charge into seven school Divisions; the White schools of Washington constituting four of these Divisions, and the White schools of Georgetown, the White and Colored schools of The County, and the Colored schools of the two cities, each constituting one. It has also divided itself into seven Sub-Boards, severally subject at all times to the control of the Board, and assigned to each the practical supervision of the schools of a Division.

There are two Superintendents, one having charge of the White schools in the cities and both classes of schools in The County, and the other having charge of the Colored schools in the cities.

The Trustees and the Superintendents are appointed to their offices by the Commissioners of the District of Columbia, the former for a term of three years and the latter for no fixed period. The Trustees are divided into three classes, arranged so that the term of office of one class shall expire each year.

The following is a summary of the general statistics of all the Public Schools in the District of Columbia:

Population, (U. S. Census, 1880,)..	Washington..	148,400	
	Georgetown..	12,578	
	The County..	16,647	
	Total		177,625
School population, age 6 to 17 years, inclusive, (U. S. Census, 1880,).....	Washington ..	35,728	
	Georgetown..	3,352	
	The County..	4,478	
	Total.....		43,558
Whole number of pupils enrolled in the Public Schools, 1879-'80..	Washington..	21,607	
	Georgetown..	2,182	
	The County..	2,650	
	Total		26,439
Average number of pupils enrolled in the Public Schools, 1879-'80..	Washington..	17,909	
	Georgetown..	1,793	
	The County..	1,898	
	Total.....		21,600
Average number of pupils in daily attendance in the Public Schools, 1879-'80.....	Washington..	17,205	
	Georgetown..	1,705	
	The County..	1,727	
	Total.....		20,637
Average number of pupils in private schools, (estimated,).....			5,000
Whole number of seats provided for pupils in the Public Schools, 1879-'80	Washington .	17,416	
	Georgetown..	1,844	
	The County..	2,266	
	Total.....		21,526

Whole number of teachers employed in the Public Schools,
1879-'80

Washington...	351
Georgetown...	36
The County..	47

Total..... 434

Valuation of taxable property,
1879-'80.....

Washington...	\$76,085,940
Georgetown..	5,291,313
The County..	6,603,103

Total..... \$87,980,356

School tax, (per cent.,) 1879-'80....

Washington.....	No separate school tax levied,
Georgetown.....	
The County.....	

Total receipts from school tax,
1879-'80.....

Washington.....	No separate school tax levied,
Georgetown.....	
The County.....	

Total payments for Public School
purposes, 1879-'80.....

Washington...	\$360,085 09
Georgetown..	31,535 91
The County..	46,946 42

Total..... \$438,567 42

Value of Public School property,
1880.....

Washington...	\$1,010,455
Georgetown..	138,400
The County..	57,500

Total..... \$1,206,355

The statements given in the foregoing summary show progress during the past year as follows: Increase in the value of school property, \$21,641; in the number of seats provided for pupils, 1,100; in the number of teachers employed, 32; in the whole number of pupils enrolled, 1,309.

The following table gives a classified statement of the school population of the District, and of the whole number and percentage of pupils enrolled in all the Public Schools:

SCHOOL POPULATION—AGE 6 TO 17 YEARS, INCLUSIVE.									
District of Columbia.	Census of 1880.			1879-'80.					
				Whole No. of Pupils Enrolled in Public Schools.			Percentage Enrolled.		
	White.	Colored.	Total.	White.	Colored.	Total.	White.	Colored.	Total.
Washington	24,719	11,009	35,728	14,166	7,441	21,607	57.3	67.5	60.4
Georgetown.....	2,423	929	3,352	1,562	620	2,182	64.4	66.7	65.0
The County.....	2,470	2,008	4,478	1,206	1,444	2,650	48.8	71.9	59.1
Total.....	29,612	13,946	43,558	16,934	9,505	26,439	57.1	68.1	60.6

The whole number of pupils enrolled was divided as follows: White pupils, 16,934; Colored pupils, 9,505; total, 26,439. The increase for the year in the number of White pupils was 849, and in the number of Colored pupils was 460. The percentage of the entire school population enrolled was: White, 57.1; Colored, 68.1; average, 60.6. If we add to the 26,439 pupils enrolled in the Public Schools the 5,000 pupils attending private schools, we have a total of 31,439.

The following table gives some of the important statistics of the Public Schools of the District of Columbia, each year, from 1872 to 1880:

COMPARATIVE STATISTICS, DISTRICT OF COLUMBIA, NINE YEARS.							
Years.	Whole Number of Pupils Enrolled.	Average Number of Pupils Enrolled.	Average Number of Pupils in Daily Attendance.	Number of Teachers.	Number of Seats Provided for Pupils.	Value of Public School Property.	Payments for Public School Purposes.
1872.....	15,555	.....	.....	263	14,065	\$951,700	\$479,995 94
1873.....	16,770	.....	.....	271	14,495	1,005,407	298,281 42
1874.....	17,839	.....	.....	276	14,626	1,006,807	280,070 66
1875.....	18,785	14,417	13,494	293	15,629	1,114,162	550,737 44
1876.....	19,629	15,646	14,907	307	16,104	1,164,606	405,828 53
1877.....	21,264	17,112	16,318	330	17,587	1,169,614	370,996 24
1878.....	22,842	18,959	18,133	370	19,006	1,181,664	373,606 04
1879.....	25,130	20,389	19,488	402	20,426	1,184,664	368,343 46
1880.....	26,439	21,600	20,637	434	21,526	1,206,355	438,567 42

CONCLUSION.

School Buildings.—Since the date of the last report the two new buildings then in course of erection have been finished, and they are now occupied by the schools. The Board named the one in the First Division the Force Building, after the late Mr. Peter Force, an honored citizen and Mayor of Washington. The other, in the Third Division, was at first named the L'Enfant Building, after the distinguished French engineer who designed the original plans for the streets, avenues, and public reservations of this city. A protest, on the ground of the difficulty, if not the impossibility, of obtaining generally a correct pronounciation of this French name, was made by the citizens of the Third Division, and the Board substituted Peabody for it, in honor of the well-known philanthropist. Major Pierre Charles L'Enfant for more than half a century has rested in an obscure and almost unknown grave in the vicinity of the capital city which his genius contributed so largely to make in its plan one of the most attractive cities of the world. It is eminently fit and due that his name should be kept in remembrance and honored by the citizens of Washington, and it is to be hoped that a more successful effort, in some form, will be made at an early day. The two new buildings, containing twenty-four school-rooms, enabled the Board to release only twelve rented rooms, as the other twelve rooms were required to accommodate the increased attendance of pupils at the beginning of the year. The interests of the schools in the matter of sites and buildings has been neglected and ignored in the past to an extent that greatly cripples their present efficiency. The subject calls for the most serious attention of those specially charged with the administration of the schools and with the legislation that provides for their establishment and support. As there seems to be some apprehension that the Board may be asking excessive and unreasonable appropriations for school sites and buildings, a statement of the facts bearing on the question is important.

The legal school age in the District of Columbia is from 6

to 17 years, inclusive, a shorter period than is fixed by law as the school age in most of the States and Territories. In eight of the States and Territories the minimum school age is 4 years, in seventeen it is 5 years, and in the others, excepting two, it is 6 years. The two exceptions are Alabama and New Mexico, in each of which it is 7 years. It is therefore quite evident that there has been no extravagance in marking the limits of the school age.

I am indebted to the Hon. Francis A. Walker, Superintendent of the United States Census, for a report of the enumeration of the school population of the District, made in June last. The number of children of school age then was 43,558.

The number of seats now provided in all the Public Schools for these 43,558 children is about 22,000—in round numbers only 22,000 seats for 44,000 children.

Of these 22,000 seats about 7,000, nearly one-third of the whole number, are in rented buildings, many of which, as is well known, are most unfit for the purpose; and the rent of these buildings, unfit as they are, costs the District about \$30,000 annually—a sum sufficient to pay the interest on more than \$800,000, at the rate now paid on the District debt.

The Board has, for many years past, annually called attention to the great and increasing deficiency in school accommodations, and has suggested and urged various plans for supplying the same. At one time it was proposed to borrow \$500,000, and with this sum at once purchase sites and erect buildings enough to accommodate all the children. As a debt of about twenty-two millions of dollars had been made for the purpose of furnishing good streets for the city, it was thought not unreasonable that a half million dollars should be added to it to furnish the city with the number of respectable school-houses required to give all the children an opportunity to attend school without the risk of impairing health. In response to this the Board was told that Congress would not consent to any further increase of the debt of the District for any purpose whatever. Finally, about two years ago, the committee of the House having charge of District affairs and the committee of the Board charged with

looking after legislation for the schools agreed upon the proposition to appropriate annually \$100,000 for the purchase of sites and erection of school-buildings until the District was properly supplied. For two successive years this appropriation, or an equivalent one, was made. Four buildings have been completed and two more are well under way. The Board has asked that the \$100,000 shall be appropriated for the same purpose in the bill now pending in Congress for the fiscal year ending June 30, 1882. In view of the facts stated above, could less have been asked for with due regard to the interests of the schools?

The foregoing discussion of this subject relates exclusively to what are usually termed elementary schools, or schools below the High School grade. But meanwhile the claims of a High School for the White children of the District have forced themselves upon the attention of the Board. A school of this grade for Colored children was established many years ago. For a long series of years in each of the Grammar Schools a few of the brighter pupils were allowed to take up some advanced studies. The number of these pupils increased with the growth of the schools until it became impracticable to instruct them longer in this way. The time of the teacher devoted to the advanced class consisting of a few pupils was needed by the lower class that constituted a large proportion of the school, and the seats occupied by these few were wanted by the increasing number of those less advanced. These advanced pupils were therefore collected and formed into a school by themselves, making the beginning of a High School. There is no separate building that can be assigned for their use, and they have been placed in the third stories of two of the buildings designed and constructed for schools of the lower grades, as these rooms, though not adapted to the wants of a High School, can be spared with the least detriment. There will be an attendance in the High School the present year of 250 pupils—a number as large as can be accommodated in its present quarters. There will be an increase of at least 50 pupils at the commencement of the next school-year. The question of supplying suitable and sufficient accommodations for the

White children of the District of Columbia who seek the advantages of a High School, therefore, had to be considered. It should be stated that the course of study in this school extends through only two years, while the courses of nearly all the other High Schools of the country extend through four. In it are embraced only English branches; neither the ancient nor modern languages other than English are included in its curriculum. In fact, it includes barely enough studies to qualify the girls to become teachers in our own schools, and the boys to fill places of responsibility in the industrial and commercial business of our own city. In a large majority of the High Schools of the country the course extends through four years, the ancient and modern languages are studied, and girls and boys are graduated from them prepared for admission to any college or university, or to enter upon the study of the learned professions. To meet the demands of a High School the Board was unwilling to recommend that the funds agreed upon as necessary to supply the pressing wants of the schools below should be diverted, and it was feared that no increase of the appropriation for school-buildings could be obtained. A way to meet the emergency, however, seemed to be open. A fund, now amounting to about \$70,000, and invested in 3.65 District of Columbia bonds, had been created for the benefit of the White schools of Washington more than half a century ago. The investment of this fund could be changed from the bonds, where it now is, to a High School building. The interest now received from it amounts to very little, the rate not being one-half that which the schools are paying for their rented buildings. This fund, having been created originally for the general benefit of all the schools, could not with propriety be used to erect a building for the benefit of any one Division, but a High School building would be for the common benefit of all. The Board has therefore asked that the Washington School Fund of \$70,000 may be used in erecting a High School building.

And is it not high time that Washington, the capital of the country, and now ranking in population as its eleventh

city, should have a High School building? There are at this time no less than 3,000 High Schools in the United States, each having an appropriate building. The State of Massachusetts has 216, and Ohio has 532. If we turn to the cities of the South, where public education was but little fostered until within the last few years, we find no city of any considerable size without a well-organized High School. Richmond, Atlanta, Savannah, New Orleans, Nashville, and Louisville all take pride in their excellent Public Schools of this grade—institutions greatly in advance of that we are now asking for ourselves. The more than 3,000 High Schools already established in this country are as essential to the public welfare as are the lower schools, and have as firm a hold on the affections of the people. Their history shows them to be institutions most decidedly “of the people, for the people, and by the people.” They are part and parcel of the American system of public education, established at its beginning, keeping pace with its growth, and to be continued to its end.

In supplying our city, debt-burdened as it already is, with the needed school buildings no architectural extravagance should be allowed. The buildings should be plain, but well constructed of good materials. Durability should not be sacrificed to false economy. They should be made safe from accident in case of fire, and should have the best arrangement for securing light, ventilation, and heating that recent school architecture has developed in cities that have given the most intelligent attention to this subject.

Text-Books and Course of Study.—At the close of the last school-year a few changes in text-books were made, consisting mainly in the substitution of new and revised editions in place of old ones. The exchanges were made without expense to pupils and with very trifling expense to the Board. Davies' and Peck's arithmetics were substituted for Davies'; Worcester's *New Pronouncing Spelling-Book* was substituted for the *Comprehensive*; Kerl's *Language Lessons*, for the *Common School Grammar* in the lower grades of the schools; and the revised edition of Smith's *Drawing Books*, for the old one. *Elementary Lessons in English* was also substituted for Hadley's

Lessons in Language, the guide-book used by teachers in the Third and Fourth Grades in giving instruction in language. These changes were all for the better and will be of substantial service to the schools, with the possible exception of the change of drawing-books. The introduction of guide-points in the revised edition is an innovation on the original plan that needs to be considered. I doubt its utility, and fear that it will be a positive obstacle to the best training. However, no expense was incurred in taking the revised edition, and there will be none in returning to the old edition at the end of the year if this course should be found advisable. A close observation of this study in our schools for seven years has thoroughly convinced me that it is of the highest importance in a course for common schools, both in its practical utility and disciplinary value. The time allotted to it in our programmes is quite limited, yet sufficient, if the best methods are employed and competent instruction given.

In the last report several changes in the course of study and in the method of carrying it out were stated. This purpose to improve the instruction given in the schools was most heartily and intelligently seconded by the teachers. In the early part of the year a series of teachers' meetings was held for the purpose of discussing the course of study and illustrating the best methods of teaching the several subjects included in it. The teachers were divided into classes according to the grades in which they taught, and only one class was present at each meeting. The first meeting of each class was taken up with an explanation of the course of study and a general discussion of the same. Each subsequent meeting was held in a school-room with its school in session, in charge of its regular teacher, and engaged in exercises intended to illustrate the best methods. These exercises were for the most part excellent and most effective in accomplishing their purpose. The lessons were given by the teachers themselves after careful preparation, and no amount of didactic instruction given by an outsider could have produced so favorable results. There was new life all along the line, and the year's work was the best the schools have ever known.

The improvement in teaching reading, writing compositions, and geography—topically and on the basis of map-drawing—was very marked. A great advance was made by a large number of teachers in the ability to illustrate on the black-board the subjects taught. A similar series of teachers' meetings has been held during the first months of the present school-year, and the enthusiastic resolution to do better work appears to have lost none of its force. While this spirit lasts the schools will grow better. The success of schools depends far more on the spirit with which methods are carried out than on the methods themselves. The best methods when stereotyped give poor results. Their value depends largely on the soul that gives them life.

Expenses—Salaries of Teachers.—The cost of Public Schools has been the subject of sharp discussion in various sections of the country during the last three or four years. The education of the great body of youth necessarily involves the expenditure of vast sums of money, and it may be safely conceded that all of it has not been applied without waste. The agencies generally employed in the administration of school funds have been large Boards with frequent changes of membership. Public opinion is now suggesting smaller and more permanent Boards, and it is very confidently asserted by the most intelligent friends of the Public Schools that both economy and efficiency would be promoted by the proposed change.

The statistics given in this report show that the cost per pupil, based on the average enrolment in this District the past year, was \$18.17, and that this was less than the cost in a majority of the important cities of the country. The large amount paid for rent of school buildings here has no parallel in any other city, and adds more than one dollar to the cost of each pupil. Deduct this item from the current expenses and the cost would not reach \$17 per pupil.

In one direction it is quite certain that the expenditures on account of Public Schools have not been too large, and, in my judgment, not large enough. I refer to the salaries paid to good teachers. In this connection I have especially to

call attention to the inadequacy of the salaries provided for the few men who fill very important positions in our schools. For this reason we have recently lost the services of most valuable teachers. The duties of a Supervising Principal now require superior qualifications for teaching, sound discretion, and good executive ability, and they are very laborious. The Supervising Principals, the Principal of the Boys' High School and his assistants, and the teachers of the Eighth Grade schools, who are usually principals of buildings, are all now receiving salaries below those paid for similar services in other cities. Our schools cannot afford this discrimination. Their best interests demand such salaries as will induce men of the best abilities and qualifications to engage permanently in the work. The use of these positions as stepping-stones to more lucrative ones in other professions or occupations should not be allowed, and it can be prevented in only one way—by paying for the ability and work required as much as they can command in other markets.

Respectfully submitted,

J. ORMOND WILSON,
Superintendent.

December 31, 1880.

STATISTICAL TABLES

ACCOMPANYING THE

SUPERINTENDENT'S REPORT.

TABLE I.—*Summary of Monthly Reports of the Public*

Months and Districts.	No. pupils last re- port.	Admiss'ns by trans- fer.	Admiss'ns by ticket.	Transferred.	Withdrawals.	Seats forfeited.	Dismissals.	No. on the roll.	No. vacant seats.	No. applicants.	Re-entries.	Receiving books.	No. present.	No. punctual.	Cases of corporal punishment.	Cases of suspension.	Certificates of merit.
SEPTEMBER.																	
1st District.....	2242	1748	1126	1773	46	94	.....	3203	356	4	74	166	1970	1877	7	13	690
2d "	2907	2487	1386	2467	40	171	1	4101	240	2	93	197	2420	2347	5	9	663
3d "	1989	1652	833	1664	41	75	.....	2694	208	1	50	305	1781	1754	1	3	371
4th "	1526	1166	680	1150	22	76	.....	2124	102	3	36	274	1317	1280	2	.....	369
5th "	938	702	468	693	20	47	.....	1348	87	.....	30	136	817	771	6	7	234
Total	9602	7755	4493	7747	169	463	1	13470	993	10	283	1078	8305	8029	21	32	2327
OCTOBER.																	
1st District.....	3203	79	248	93	65	140	2	3230	330	3	104	15	2105	2000	3	11	728
2d "	4101	107	315	112	92	247	6	4066	271	5	250	42	2501	2407	9	29	761
3d "	2694	36	180	43	50	107	.....	2710	205	1	81	22	1822	1779	1	15	500
4th "	2124	27	149	36	16	132	1	2115	111	3	96	19	1298	1206	3	3	327
5th "	1348	58	113	54	15	81	2	1367	115	.....	54	8	809	759	1	9	199
Total	13470	307	1005	338	238	707	11	13488	1032	12	585	106	8535	8151	17	67	2515
NOVEMBER.																	
1st District.....	3230	39	208	44	43	163	2	3225	346	8	133	9	2080	1998	4	6	756
2d "	4066	55	257	62	43	234	5	4034	310	6	187	17	2520	2412	3	14	773
3d "	2710	20	143	25	36	114	2	2696	209	2	84	16	1800	1760	2	4	520
4th "	2115	17	130	20	21	125	.....	2096	125	2	90	14	1306	1201	4	1	368
5th "	1367	14	82	15	12	90	.....	1346	136	.....	59	16	753	706	5	4	190
Total	13488	145	820	166	155	726	9	13397	1126	18	553	72	8459	8077	18	29	2607
DECEMBER.																	
1st District.....	3225	16	227	21	52	185	.....	3210	352	5	139	1	2109	2027	4	3	899
2d "	4034	40	235	33	51	305	.....	3920	408	3	175	13	2519	2421	7	16	792
3d "	2696	11	96	18	44	133	1	2607	280	1	79	8	1709	1677	.....	2	500
4th "	2096	20	96	10	15	171	.....	2016	179	2	79	5	1270	1201	1	5	391
5th "	1346	3	80	8	16	94	.....	1311	166	.....	61	11	763	702	2	10	201
Total	13397	90	734	90	178	888	1	13064	1385	11	533	38	8370	8028	14	36	2783
JANUARY.																	
1st District.....	3210	186	323	192	73	286	2	3166	373	1	218	12	1726	1596	4	20	625
2d "	3920	100	476	86	61	449	4	3896	464	5	394	21	2067	1989	2	34	675
3d "	2607	29	269	36	62	273	.....	2534	351	.....	213	16	1419	1387	1	11	424
4th "	2016	5	264	13	16	249	1	2006	186	.....	206	10	1039	988	2	4	333
5th "	1311	6	155	5	20	149	.....	1298	164	.....	124	15	649	602	16	12	153
Total	13064	326	1487	332	232	1406	7	12900	1538	6	1155	74	6900	6562	25	81	2210
FEBRUARY.																	
1st District.....	3166	37	323	44	50	255	4	3173	363	9	255	12	1769	1678	3	12	669
2d "	3896	33	420	38	48	364	2	3897	469	1	359	23	2235	2138	.....	21	642
3d "	2534	20	221	14	28	169	.....	2564	321	1	199	19	1526	1494	.....	3	446
4th "	2006	24	225	6	24	205	.....	2020	182	.....	194	20	1110	1062	4	7	346
5th "	1298	8	129	9	20	129	2	1275	197	.....	108	30	649	620	9	11	131
Total	12900	122	1318	111	170	1122	8	12929	1532	11	1115	104	7289	6992	16	54	2234
MARCH.																	
1st District.....	3173	26	302	21	77	283	3	3117	417	4	269	10	1627	1559	2	8	574
2d "	3897	22	356	19	57	309	7	3883	495	2	337	18	2003	1930	2	23	597
3d "	2564	14	211	11	53	181	.....	2544	333	.....	186	20	1374	1349	1	1	401
4th "	2020	16	167	18	21	144	.....	2020	191	1	138	26	1078	1019	2	2	316
5th "	1275	4	134	3	16	112	.....	1282	193	.....	119	9	662	616	8	6	150
Total	12929	82	1170	72	224	1029	10	12846	1629	7	1049	83	6744	6473	15	40	2038

SUMMARY OF MONTHLY REPORTS.

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Schools of Washington and Georgetown, 1879'-80.

Days school open.	Days school closed.	Aggregate days attendance.	Aggregate days absence.	Percentage of attendance.	Average number of pupils enrolled.	Average attendance.	No. pupils tardy.	No. cases of tardiness.	No. days teachers absent.	No. times teachers tardy.	Visits of Parents.	Visits of Principals.	Visits of Superintendent.	Visits of Trustees.
1252½	3½	66572½	1532	97.7	3102	2032	227	285	54	13				
1566	18	84609	2682½	96.9	4009	3886	238	272	12	5	663	372	94	36
1054	2	56687½	1309	97.6	2639	258½	78	90	11½	1	651	373	98	33
789	3	44673	1291	97.1	2096	2036	107	138	47	1	358	319	41	37
527	1	28034	785	97.2	1311	1275	106	110	6½	5	334	197	36	189
5186½	27½	280576	7599½	97.3	13157	12809	756	895	131	25	172	89	23	11
											2178	1350	292	306
1238½	72½	68454½	2071	97.0	3243	3148	240	299	22	11				
1574	82	86403	3384	96.2	4105	395½	279	313	21	8	593	224	67	29
1049	55	57743½	1593½	97.3	2713	2641	112	132	9	7	485	317	28	41
790	38	44967	1828	96.0	2132	2048	249	351	34½	1	245	187	13	8
541	34	28545½	1105	96.2	1368	1317	128	171	1	6	184	134	16	85
											159	69	21	2
5192½	281½	286113½	9981½	96.9	13561	13104	1008	1266	87½	33	1666	931	145	165
959½	66½	52127	2192½	95.9	3227	3095	196	234	5	8				
1203½	92½	64892	3172	95.3	4069	3879	287	348	36½	2	534	195	94	18
811½	52½	44375	1627½	96.4	2719	2623	123	135	9	6	530	194	83	
601½	46½	33432	1618	95.2	2103	2006	237	326	37	3	177	178	47	
414½	35½	21310½	1182	94.7	1355	1283	117	138	12	4	140	94	36	57
											110	62	24	1
3990½	293½	216136½	9792	95.7	13473	12886	960	1181	99½	23	1491	723	284	76
965	4	52184	2442½	95.5	3223	308½	186	223	12½	25				
1218½	5½	64267	3460½	94.8	3999	3795	239	300	7½	13	508	193	87	28
813	13	42410	1949	95.6	2649	2532	96	104	25	7	498	191	14	9
610	2	33181	1860	94.6	2067	1957	175	224	25	2	240	196	39	6
422	3	21449	1148	94.9	1337	1269	146	174	20	14	125	73	38	73
											111	67	22	
4018½	27½	213491	10860½	95.1	13275	12633	842	1025	90	61	1482	720	200	116
1123	17	59835	3302½	94.7	3207	3039	336	473	14½	14				
1428	22	73456½	4854	93.8	3995	3747	290	374	60	13	577	192	83	7
955	5	48670	2696½	94.7	2581	2445	117	136	36½	2	492	173	66	1
718	2	38323	2463½	93.9	2044	1920	198	269	30	9	235	209	24	
495	5	24449½	1702½	93.4	1320	1234	175	248	14	2	206	120	39	91
											134	71	11	
4719	51	244734	15019	94.2	13147	12385	1116	1500	155	40	1644	765	223	99
1034½	48½	54660½	3027	94.7	3176	3009	287	383	35	15				
1338	49	68046½	3770	94.7	3915	3710	302	400	15	21	390	167	57	16
887	25	45560½	2050½	95.6	2575	2464	87	107	24½	2	467	242	54	10
665	19	35148	2178	94.1	2019	1901	171	235	55	4	214	194	1	
457	18	22042	1594	93.2	1292	1205	160	213	8	3	144	114	1	53
											133	67	.....	
4381½	159½	225457½	12619½	94.6	12977	12289	1007	1338	137½	45	1348	784	113	79
1187	124	61741½	3667½	94.3	3138	2961	241	315	44	16				
1510½	168½	76065	4488	94.4	3889	3671	283	347	26½	11	390	147	65	25
1000	104	50744	2623½	95.0	2560	2434	93	107	43	3	442	190	42	18
751½	76½	40281	2211½	94.7	2034	1928	189	260	59	1	234	181	19	
522	53	25203	1690	93.7	1286	1206	104	143	7	5	190	87	25	74
											123	52	8	1
4971	526	254034½	14680½	94.5	12907	12200	910	1172	179½	36	1379	657	150	118

TABLE I.—*Summary of Monthly Reports of the Public*

Months and Districts.	No. pupils last re- port.	Admiss'ns by trans- fer.	Admiss'ns by ticket.	Transferred.	Withdrawals.	Seats forfeited.	Dismissals.	No. on the roll.	No. vacant seats.	No. applicants.	Re-entries.	Receiving books.	No. present.	No. punctual.	Cases of corporal punishment.	Cases of suspension.	Certificates of merit.
APRIL.																	
1st District.....	3117	20	231	24	102	265	4	2973	539	.....	209	4	1714	1639	3	13	623
2d "	3883	17	300	9	110	352	4	3725	630	.....	263	8	2035	1970	3	19	619
3d "	2544	12	183	12	57	193	.....	2477	405	.....	160	3	1411	1389	1	2	396
4th "	2020	7	150	3	22	162	.....	1990	225	.....	122	10	992	947	1	.....	299
5th "	1282	4	125	2	16	136	2	1255	219	.....	111	6	668	633	3	6	165
Total	12846	60	989	50	307	1108	10	12420	2018	.....	865	31	6820	6578	11	40	2102
MAY.																	
1st District.....	2973	15	195	7	136	241	.....	2799	727	.....	184	1	1494	1436	2	6	608
2d "	3725	9	257	14	121	290	1	3565	782	.....	247	8	1901	1823	2	13	620
3d "	2477	3	120	5	62	159	.....	2374	499	.....	99	1	1345	1327	2	3	413
4th "	1990	3	107	4	43	136	.....	1917	294	.....	100	3	955	912	5	2	311
5th "	1255	2	79	2	35	111	2	1186	294	.....	72	.....	547	512	3	11	133
Total	12420	32	758	32	397	937	3	11841	2596	.....	702	13	6242	6010	14	35	2085
JUNE.																	
1st District.....	2799	1	112	4	155	107	1	2645	863	.....	118	1	1771	1730	.....	1	531
2d "	3565	3	133	.....	106	149	.....	3446	897	.....	131	8	2233	2191	.....	2	450
3d "	2374	.....	48	1	47	52	.....	2322	560	.....	47	3	1590	1577	1	.....	310
4th "	1917	.....	36	.....	14	52	1	1886	320	.....	36	3	1283	1251	1	1	195
5th "	1186	.....	37	.....	15	53	.....	1155	314	.....	41	.....	724	693	.....	.....	210
Total	11841	4	366	5	337	413	2	11454	2954	.....	373	15	7601	7442	2	4	1696
Grand total.....		8923	13140	8943	2407	8799	62				7213				153	418	22597

SUMMARY OF MONTHLY REPORTS.

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Schools of Washington and Georgetown, 1879-'80.

Days school open.	Days school closed.	Aggregate days attendance.	Aggregate days absence.	Percentage of attendance.	Average number of pupils enrolled.	Average attendance.	No. pupils tardy.	No. cases of tardiness.	No. days teachers absent.	No. times teachers tardy.	Visits of parents.	Visits of Principals.	Visits of Superintendent.	Visits of Trustees.
1244	10	63381	3221	95.1	3050	2902	230	297	25	16	384	262	57	25
1590½	15½	78799	4122½	95.0	3803	3615	242	338	33½	8	429	188	42	5
1052½	3½	52662½	2382	95.6	2509	2400	84	101	47½	4	201	192	22	
792	.....	42085	2550	94.2	2028	1911	190	241	29	1	155	132	.....	
545	5	26106½	1539½	94.4	1266	1196	89	120	4	1	126	69	8	86
5224	34	263034	13815	95.0	12656	12024	835	1097	139	30	1295	843	129	116
1143½	53½	55467½	3341½	94.3	2923	2757	214	272	15½	10	411	159	39	45
1483	50	70643	4061	94.5	3669	3470	236	303	26½	10	413	169	56	12
965	43	46667	2311½	95.2	2433	2317	68	79	22	19	170	154	40	
728	28	37354	2469½	93.7	1965	1843	187	256	35½	3	141	110	33	67
512	13	23533½	1782½	94.9	1233	1146	119	138	2	2	139	44	18	
4831½	187½	233665	13966	94.3	12223	11533	824	1048	101½	44	1274	636	186	124
852	118	38653	1799½	95.5	2712	2593	114	142	21	11	3607	255	31	41
1090½	147½	48358½	2340	95.3	3498	3341	133	153	21	8	5051	209	9	26
731	85	34242	1234½	96.7	2341	2258	32	36	17	14	4372	199	1	36
545	67	26350½	1059½	96.1	1904	1825	58	91	18	.....	2435	107	.....	132
376	49	16713	812½	95.3	1170	1117	65	79	5	.....	649	44	.....	28
3594½	466½	164317	7246	95.7	11625	11134	402	501	82	33	16114	814	41	263
46109½	2054½	2381559	115579½	95.3	.....	.....	.....	11023	1202½	370	29871	8223	1772	1462

TABLE II.—*School Sites, Buildings,*

Location.	Description of building.	When erected.	First used by Public Schools.	Was it built for school-house?	Previous use.	Condition of building.
FIRST DIVISION.						
1 Franklin Building, cor. 13th and K streets n. w.	Brick, 148x79, basement and 3 stories.	1869	1869	Yes	None.....	Excel't..
2 Berrett Building, cor. 14th and Q streets n. w.	Brick, 50 x 27, 2 stories.	1857	1857	Yes	None.....	Good.....
3 Thomson Building, 12th bet. K and L streets n. w.	Brick, 91 x 28, basement and 3 stories.	1877	1877	Yes	None.....	Excel't..
4 Force Building, Mass. ave. bet. 17 and 18th sts. n. w.	.....	.....	.....	.....	.....	.....
5 Cor. 22d and I streets n. w.	Wood, 150 x 30, 2 stories.	1863	1868	No..	Mess-house	Bad.....
6 14th street, bet. Ohio ave. and D street n. w.	Wood, 50x26, 1 story.	1860	1862	No..	Mission Sunday School.	Fair
7 Cor. 19th and H streets n. w.	Brick, 45x25, 2 stor's.	.....	1859	No..	Engine-house	Fair
8 24th street, bet. E and F streets n. w.	Wood, 24 x 50, two stories.	1867	1877	Yes	Paroch'l School...	Fair
9 19th st., bet. G and H n. w.	Brick, 60x30, 2 stories	1860	1867	Yes	Paroch'l School...	Fair
10 Mst., bet. 10th and 11th n. w.	Wood, 38x24, 1 story.	.....	1870	Yes	Private School....	Bad.....
11 Cor. 20th and R streets n. w.	Brick, 47x28, 1 story.	.....	1869	No..	Mission Sunday School.	Fair
12 Cor. 14th and N streets n. w.	Brick, attached to church.	.....	1876	Yes	Private School....	Excel't..
13 N street, bet. 17th and 18th streets n. w.	Wood, 50x30, 1 story.	.....	1876	Yes	Private School....	Bad.....
14 Cor. 22d street and Pennsylvania avenue n. w.	Brick, basement, 2d, 3d & 4th stories.	.....	1878	No..	None.....	Good.....
15 G street, bet. 17th and 18th streets n. w.	Brick, 2 stories.....	.....	1879	No..	Stable and Charity School.	Bad.....
SECOND DIVISION.						
1 Seaton Building, I street, bet. 2d and 3d sts. n. w.	Brick, 94 x 67, basement and 3 stories.	1871	1871	Yes	None.....	Excel't..
2 Abbot Building, cor. New York ave. and 6th st. n. w.	Brick, 102 x 42, basement and 3 stories.	1876	1876	Yes	None.....	Excel't..
3 H street, bet. 2d and 3d n. w.	Brick, 2 stories.....	1869	1869	Yes	None.....	Good.....
4 F st., bet. 6th and 7th n. w.	Brick, basement and 2 stories.	1875	1875	Yes	None.....	Excel't..
5 Miller Building, H st., bet. 6th and 7th streets n. w.	Brick, 50 x 40, 3 stories.	1866	1866	No..	None.....	Good.....
6 Congregational Church, cor. 10th and G sts. n. w.	Brick, first floor.....	.....	1873	No..	Church.....	Good.....
7 P street, bet. 9th and Columbia streets n. w.	Brick, 2 stories	1876	1876	Yes	None.....	Good.....
8 Emanuel Church, 6th st., bet. L and M sts. n. w.	Brick, basement.....	1867	1867	No..	None.....	Good.....
9 O street, bet. 4th and 5th streets n. w.	Brick, basement and 2 stories.	1867	1867	No..	None.....	Fair
10 Grace M. E. Church, cor. 9th and S streets n. w.	Brick, second story.	1873	1873	No..	None.....	Good.....

Furniture, &c.—1879-'80.

How heated.	How are rooms adapted to school uses?	Yard-room.	Site and building owned by—	Number of school rooms.		Rent paid per annum.	Square feet of ground owned by the District.	Value of ground.	Value of building.	Value of furniture.	Total value.	
				Owued.	Rented.							
Steam.	Exc'ly.	Little ..	District	16		Dols.	15,000	30,000	Dols.	Dols.	Dols.	1
Stoves.	Well ...	Suffl'nt.	District	2			3,033	3,000	4,000	400	7,400	2
Fur. & stoves.	Exc'ly.	Verylitt- le.	District	6			3,223	4,000	10,450	1,500	15,950	3
							29,956	18,000	Not comp'd		18,000	4
Stoves.	Fairly.	Little ...	Site, Mrs. M. M. Cameron, building, District.	8	480				1,250	1,500	2,750	5
Stoves.	Fairly.	Little ...	Site, estate E. C. Dyer, b'ld'g, Dist	1	60				300	200	500	6
Stoves.	Fairly.	Verylitt- le.	District	2			1,500	1,200	1,800	350	3,350	7
Stoves.	Fairly.	Little ...	John Noonan	2	420					300	300	8
Stoves.	Fairly.	Suffl'nt.	Rev. John McNalley, agent.	2	600					300	300	9
Stoves.	Badly..	Little ...	Mary Eggerstedt, adm'x.	1	280					200	200	10
Stoves.	Well ...	Little ...	Jesse Shreeves.....	1	260					200	200	11
Stoves.	Well ...	None....	Memorial Church	2	600					400	400	12
Stoves.	Fairly.	Suffl'nt.	Mrs. E. Brown.....	1	200					100	100	13
Stoves.	Well ...	None....	T. Lucas, agent.....	3	1,000					750	750	14
Stoves.	Tolb'y.	Suffl'nt.	Trustees of S. & S. Orphan's Home.	2	240					400	400	15
Total.....				26	23	4,140	52,712	56,200	205,800	15,600	277,600	
Steam.	Exc'ly.	Suffl'nt.	District	10			13,500	12,000	48,000	5,000	65,000	1
Furn's	Exc'ly.	Little ...	District	9			6,375	8,000	26,000	3,000	37,000	2
Fur. & stoves.	Fairly.	Suffl'nt.	J. C. McKelden.....	4	1,200					800	800	3
Stoves.	Well ...	Little ...	Noble D. Larner.....	4	1,500					800	800	4
Stoves.	Tolb'y.	Suffl'nt.	J. W. Barker	4	1,200					800	800	5
Furn's	Fairly.	None....	Cong. Church.....	2	900					500	500	6
Stoves.	Well ...	Suffl'nt	S. S. Stearns.....	2	600					500	500	7
Stoves.	Tolb'y.	Little ...	Emanuel Church.....	2	400					475	475	8
Stoves.	Fairly.	Little ...	G. W. Cissel.....	4	1,000					800	800	9
Stoves.	Well ...	Little ...	Grace M. E. Ch'ch.....	4	1,000					600	600	10

TABLE II.—*School Sites, Buildings,*

Location.		Description of building.	When erected.	First used by Public Schools.	Was it built for school-house?	Previous use.	Condition of building.
SECOND DIVISION—Cont'd.							
11	Cor. Est. and N. J. ave. n. w.	Brick, 33x24, 1 story..	1876	No..		Carpenter shop...	Fair
12	5th st. bet. M and N n. w.	Wood, 1 story.....	1874	1874	No..	None.....	Good.....
13	Cor. 8th and I streets n. e.	Wood, 45x22, 2 stor's.	1877	1877	Yes	None.....	Good.....
14	Cor. 5th and I streets n. w.	Brick, basement.....	1867	No..		Church.....	Good.....
15	I st., bet. 2d and 3d sts. n. w.	Brick, 40 x 50, basement and 3 stories.	1877	No..		Dwelling-house ..	Good.....
16	N street, between 6th and 7th streets n. w.	Brick, 33x48, 1 story.	1868	1877	Yes	Private School....	Good.....
17	Cor. 2d and N streets n. w.	Brick, 80x48, 3 stories and attic.	1879	No..		Brewery	Good.....
18	G st., bet. 4th and 5th sts. n. w.	Brick, 1 story	1878	Yes		Private School....	Good.....
19	H st., bet. 3d and 4th sts. n. e.	Wood, 1 story.....	1879	No..		Market-house....	Fair
THIRD DIVISION.							
1	Wallach Build'g, Penn. av., bet. 7th and 8th sts. s. e.	Brick, 99 x 76, basement and 3 stories.	1864	1864	Yes	None.....	Good.....
2	McCormick Build'g, 3d st., bet. M and N sts. s. e.	Brick, 55 x 45, basement and 2 stories.	1870	1870	Yes	None.....	Good.....
3	Old Odd-Fellows' Hall, cor. 7th and G sts. s. e.	Brick, 40 x 22, 2 stories.	1840	1858	No..	Odd-Fellows' Hall.	Fair
4	Anacostia Building, 9th st., bet. K and Va. ave. s. e.	Brick, 38 x 24, 2 stories.	1840	1866	No..	Engine-house....	Good.....
5	Cranch Building, cor. 12th and G streets s. e.	Brick, 79 x 36, basement and 3 stories.	1872	1872	Yes	None.....	Excel't..
6	Peabody Building, cor. 5th and C streets n. e.	.....	.....	.....	.....	.....	.....
7	Masonic Hall, cor. 5th st. and Virginia ave. s. e.	Brick, first and second stories.	.....	.....	No..	Masonic Lodge...	Good.....
8	Est., bet. 5th and 6th sts. s. e.	Wood, 1 story.....	1855	1855	Yes	None.....	Good.....
9	Cor. 3d and A sts. s. e.	Wood, 1 story.....	1864	No..		Market.....	Fair
10	Capitol Hill Eng. Lutheran Ch., 1st st., bet. C & D s. e.	Wood, 1 story.....	1869	No..		Church.....	Fair
11	New Jerusalem Ch., North Capitol st., bet. B and C.	Brick, basement.....	1864	No..		Church.....	Good.....
12	Cor. 7th and A sts. n. e.	Brick and wood	1872	Yes		None.....	Good.....
13	B st., bet. 3d and 4th sts. s. e.	Brick, second story..	1878	No..		Hall.....	Good.....
14	8th st., bet D and Ests. s. e.	Wood, second story..	1878	No..		Hall.....	Good.....
15	Cor. 3d and D sts s. e.	.....	.....	.....	.....	.....	.....
FOURTH DIVISION.							
1	Jefferson Building, cor. 6th and D sts. s. w.	Brick, 172 x 88, basement and 3 stories.	1872	1872	Yes	None.....	Excel't..
2	Greenleaf Building, 4½ st., bet. M and N sts. s. w.	Brick, 72 x 32, 2 stories.	1869	1869	Yes	None.....	Good.....
3	Potomac Building, 12th st., bet. Md. av. and Est. s. w.	Brick, 72 x 32, 2 stories.	1870	1870	Yes	None.....	Good.....

Furniture, &c.—1879-'80—Cont'd.

How heated.	How are rooms adapted to school uses?	Yard-room.	Site and building owned by—	Number of school-rooms.		Rent paid per annum.	Square feet of ground owned by the District.	Value of ground.	Value of building.	Value of furniture.	Total value.
				Owued.	Rented.						
Stoves.	Fairly.	Little ...	Estate of Nicholas Acker.	.....	1	Dols. 180	.....	Dols.	Dols.	Dols. 200	Dols. 200 11
Stoves.	Tolb'y.	Little ...	Bright & Humphrey.	.....	2	600	.....	.....	.....	400	400 12
Stoves.	Well ...	Little ...	John H. Wilmot.	.....	2	600	.....	.....	.....	450	450 13
Stoves.	Tolb'y.	Little ...	Assembly's Ch.	.....	1	240	.....	.....	.....	200	200 14
Fur's & stoves.	Fairly.	Suffl'nt.	W. H. Lee, agent	.....	6	1,800	.....	.....	.....	1,500	1,500 15
Stoves.	Well ...	Little ...	Mrs. G. F. Soter.	.....	1	300	.....	.....	.....	250	250 16
Steam.	Well ...	Suffl'nt.	Geo. W. Riggs.	.....	12	3,000	.....	.....	.....	2,400	2,400 17
Stoves.	Well ...	Ample..	F. W. Sellhausen	.....	2	720	.....	.....	.....	400	400 18
Stoves.	Fairly.	Suffl'nt.	Site, Bennett H. Hill, b'd'g, Dist	.....	2	.....	.....	.....	.....	400	400 19
Total.....				19	53	15,240	19,875	20,000	74,000	19,475	113,475
Steam.	Well ...	Ample..	District.....	12	.....	.....	111,836	45,000	40,000	5,000	90,000 1
Furn's	Fairly.	Ample..	District.....	4	.....	.....	10,800	2,500	13,000	1,000	16,500 2
Stoves.	Fairly.	Little ...	District.....	2	.....	.....	3,600	1,000	3,000	200	4,200 3
Stoves.	Well ...	Little ...	District.....	2	.....	.....	1,500	300	2,800	300	3,400 4
Steam.	Exc'ly.	Suffl'nt.	District.....	6	.....	.....	7,777	2,000	24,000	1,800	2,600 5
.....	.....	.....	District.....	.....	.....	.....	14,620	6,000	Not yet co'p'd	.....	6,000 6
Stoves.	Well ...	Little ...	Masonic Order..	.....	2	450	.....	.....	.....	300	300 7
Stoves.	Well ...	Suffl'nt.	A. N. Meeker ..	.....	1	200	.....	.....	.....	200	200 8
Stoves.	Fairly.	Little ...	Memor'l Parish	.....	2	420	.....	.....	.....	400	400 9
Stoves.	Fairly.	None....	St. Paul's E. L. Church.	.....	1	225	.....	.....	.....	200	200 10
Stoves.	Fairly.	Suffl'nt.	New Jerusalem Church	.....	1	300	.....	.....	.....	200	200 11
Stoves.	Fairly.	Suffl'nt.	A. H. Herr .....	.....	6	1,610	.....	.....	.....	1,000	1,000 12
Stoves.	Well ...	None....	Wm. Witthafft...	.....	1	180	.....	.....	.....	250	250 13
Stoves.	Fairly.	Little ...	Mrs. J. Esputa..	.....	2	400	.....	.....	.....	400	400 14
.....	.....	.....	District.....	.....	.....	.....	4,000	1,200	.....	.....	1,200 15
Total.....				26	16	3,785	154,133	58,000	82,800	11,950	152,750
Steam.	Exc'ly.	Ample..	District.....	24	.....	.....	63,288	30,000	122,000	12,000	164,000 1
Stoves.	Well ...	Suffl'nt.	District.....	4	.....	.....	6,000	1,500	8,000	800	10,300 2
Stoves.	Well ...	Suffl'nt.	District.....	4	.....	.....	4,500	1,125	8,000	800	9,925 3
Total.....				32	.....	.....	73,788	32,625	138,000	13,600	184,225

TABLE II.—*School Sites, Buildings,*

Location.		Description of building.	When erected.	First used by Public Schools.	Was it built for school-house?	Previous use.	Condition of building.
FIFTH DIVISION.							
1	Curtis Building, 2d st., bet. High and Market sts.	Brick, 97 x 79, basement and 3 stories.	1875	1875	Yes	None.....	Excel't..
2	3d st., bet. High and Market sts.	Brick, 3 stories.....	.....	1873	No..	Dwelling-house..	Fair
3	Cor. High and Market sts.	Wood, 58 x 30, basement and 2 stories.	.....	.....	Yes	None.....	Good.....
4	Cor. prospect and Langan streets.	Brick, 75 x 29, basement and 2 stories.	.....	.....	Yes	None.....	Good.....
5	Montgomery street, bet. Bridge and Olive sts.	Brick, 60 x 40, 2 stories.	.....	.....	No..	Church.....	Tol'ble..
6	Stoddert st., bet. Washington and Greene sts.	.....	.....	1878	Yes	Private School...	Good.....
7	Industrial Home	Brick, second story.	1879	1879	Yes	None.....	Excel't..

Furniture, &c.—1879-'80.—Cont'd.

How heated.	How are rooms adapted to school uses?	Yard-room.	Site and building owned by—	Number of school-rooms.		Rent paid per annum.	Square feet of ground owned by the District.	Value of ground.	Value of building.	Value of furniture.	Total value.	
				Owued.	Rented.							
Steam.	Exc'ly.	Ample..	District.....	8	.....	<i>Dols.</i>	30,729	<i>Dols.</i> 13,000	<i>Dols.</i> 90,850	<i>Dols.</i> 5,550	<i>Dols.</i> 109,400	1
Stoves.	Fairly.	Suff'nt.	District.....	3	.....	.....	Incl'd in Curtis b'g	.....	.....	450	450	2
Stoves.	Well ...	Little ...	District.....	2	.....	.....	7,961	500	4,500	300	5,800	3
Stoves.	Well ...	Little ...	District.....	4	.....	.....	2,940	400	10,000	800	11,200	4
Stoves.	Tolb'y.	Suff'nt.	District.....	4	.....	.....	8,367	500	4,100	450	5,050	5
Stoves.	Well ...	Little ...	Henry Dickson..	.....	2	400	.....	.....	.....	500	500	6
Stoves.	Exc'ly.	Ample..	District.....	1	.....	.....	.....	.....	.....	200	200	7
Total.....				22	2	400	49,997	14,400	109,450	8,250	132,100	
RECAPITULATION.				26	23	4,140	52,712	56,200	205,800	15,600	277,600	
				19	55	15,240	19,875	20,000	74,000	19,475	113,475	
				26	16	3,785	154,133	58,000	82,800	11,950	152,750	
				32	.....	.....	73,788	32,625	138,000	13,600	184,225	
				22	2	400	49,997	14,400	109,450	8,250	132,100	
Total.....				125	96	23,565	350,505	181,225	610,050	68,875	860,150	

TABLE III.—*School-rooms, &c., for School-year ending June 30, 1880.*

SCHOOLS.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or rented.
		Length.	Width.	Height.	Cubic feet.				
First Division.									
School No. 1, Grade No. 8	Franklin Building, cor. 13th and K sts. n. w.	Feet. 54	Feet. 34	Feet. 15	27,540	63	437	Brick.....	Owned.
Do. 2	do.	54	34	15	27,540	96	287	do.	do.
Do. 1	do.	34	27	15	13,770	60	230	do.	do.
Do. 2	do.	34	27	15	13,770	58	237	do.	do.
Do. 3	do.	36.6	35.3	10	12,960	63	206	do.	Rented.
Do. 4	Corner 22d st. and Penna. ave. n. w.	34	27	15	13,770	60	230	do.	Owned.
Do. 5	Franklin Building	36	28	12	12,096	68	177	do.	Rented.
Do. 6	19th street, between G and H streets n. w.	34	27	15	13,770	56	246	do.	Owned.
Do. 1	Franklin Building	34	27	15	13,770	58	237	do.	do.
Do. 2	do.	34	27	15	13,770	56	246	do.	do.
Do. 3	do.	34	27	15	13,770	56	246	do.	do.
Do. 4	do.	34	27	15	13,770	60	230	do.	do.
Do. 1	do.	34	27	15	13,770	60	230	do.	do.
Do. 2	do.	53.5	26.5	14	18,448	60	307	do.	do.
Do. 3	G street, between 17th and 18th streets n. w.	34	27	15	13,770	60	230	do.	Rented.
Do. 4	Franklin Building	39.4	37.4	11.1	16,390	63	244	do.	Owned.
Do. 5	Corner 22d street and Pennsylvania ave. n. w.	28.6	26.2	14	10,167	60	169	do.	Rented.
Do. 6	Thomson Building, 12th street, between K and L streets n. w.	50	31	9	13,950	60	232	Wood.....	do.
Do. 7	Corner 22d and I streets n. w.	36	28	12	12,096	60	201	Brick.....	Rented.
Do. 8	19th street, between G and H streets n. w.	27.8	26.3	12.2	8,836	60	147	do.	Owned.
Do. 1	Thomson Building	35	24	12	10,080	60	168	do.	do.
Do. 2	do.	36	28	15	15,120	58	260	do.	do.
Do. 3	do.	55	30	13.7	22,687	63	360	do.	Rented.
Do. 4	Corner 14th and N streets n. w.	26	23	11	6,578	59	111	do.	do.
Do. 5	13th street, between G and H streets n. w.	56	16.6	9	3,818	60	119	Wood.....	Owned.
Do. 6	Corner 22d and I streets n. w.	37	36.5	12	16,146	60	269	Brick.....	Rented.
Do. 7	Corner 22d street and Pennsylvania ave. n. w.	31	26.6	9	7,952	60	133	Wood.....	Owned.
Do. 8	Corner 22d and I streets n. w.	35	29	10	15,950	60	265	do.	Rented.
Do. 9	24th street, between E and F streets n. w.								

Do.....1.....do.....3.....	27.8	26.3	12.2	8,836	60	147	Brick.....	Owned.
Thomson Building.....	66	48	34	107,712	70	1,538	do.....	do.
Franklin Building.....	38	29	12	13,224	64	206	Wood.....	Rented.
N street, between 17th and 18th streets n. w.....	35	24	12	10,080	59	170	Brick.....	Owned.
Thomson Building.....	36.2	21	12.3	9,304	60	155	do.....	Rented.
Corner 19th and H streets n. w.....	25.9	22.2	13.9	8,457	54	156	do.....	do.
Corner 14th and N streets n. w.....	49	31	9	13,671	60	228	Wood.....	Owned.
Corner 22d and I streets n. w.....	30	22	8.6	5,610	60	94	do.....	do.
do.....	55	29	10	15,950	64	249	do.....	Rented.
24th street, between E and F streets n. w.....	24	22	11	5,808	54	108	Brick.....	do.
G street, between 17th and 18th streets n. w.....	34	27	15	13,770	64	215	do.....	Owned.
Franklin Building.....	34	27	15	13,770	60	215	do.....	do.
do.....	37.4	23.1	8.6	7,512	60	125	Wood.....	Rented.
M street, between 10th and 11th streets n. w.....	37.9	24.9	13.8	12,769	76	213	Brick.....	Owned.
Berret Building, corner 14th and Q streets n. w.....	37.9	24.9	13.8	12,769	84	182	do.....	do.
do.....	45	27	14.4	17,415	72	241	do.....	Rented.
Corner 20th and R streets n. w.....	56	16.6	9	8,366	70	119	Wood.....	Owned.
Corner 22d and I streets n. w.....	56	16.6	9	8,366	119	119	do.....	do.
do.....	35	31	9	9,765	60	162	do.....	do.
14th street, bet. D street and Ohio ave. n. w.....	50	21.1	13	14,192	60	237	do.....	do.
Franklin Building.....	34	27	15	13,770	64	215	Brick.....	do.
do.....	34	27	15	13,770	60	215	do.....	do.
Berret Building.....	37.9	24.9	13.8	12,769	60	152	do.....	do.
do.....	37.9	24.9	13.8	12,769	60	212	do.....	do.
do.....	45	27	14.4	17,415	60	241	do.....	Rented.
Corner 20th and R streets n. w.....	37.6	32	9	10,800	63	171	Wood.....	Owned.
Corner 22d and I streets n. w.....	36.2	21	12.3	9,304	72	129	Brick.....	do.
Corner 19th and H streets n. w.....	37.6	32	9	10,800	60	171	Wood.....	do.
Corner 22d and I streets n. w.....	36.2	21	12.3	9,304	60	129	Brick.....	do.
do.....	36.2	21	12.3	9,304	60	129	do.....	do.
Total.....	3,307							
Second Division.								
School No. 1, Grade No. 8.....	45	25	13	14,625	60	244	Brick.....	Owned.
Do.....2.....do.....8.....	40	27	14	15,120	60	252	do.....	do.
Do.....3.....do.....8.....	32.5	21.5	10.5	7,337	50	146	do.....	Rented.
Do.....4.....do.....8.....	40	27	14	15,120	60	252	do.....	Owned.
Do.....1.....do.....7.....	45	25	13	14,625	60	244	do.....	do.
Do.....2.....do.....7.....	40	27	14	15,120	60	252	do.....	do.
Do.....3.....do.....7.....	35	26	14	12,740	58	219	do.....	do.
Do.....4.....do.....6 & 7.....	34	25.5	14	12,138	60	202	do.....	do.
Do.....5.....do.....7.....	34	25.5	14	12,138	60	202	do.....	do.
Do.....1.....do.....6.....	45	25	14	15,750	60	262	do.....	do.
Abbot Building.....								
Abbot Building, N. Y. avenue, between 5th and 6th streets n. w.....								
Seaton Building, I street, between 2d and 3d streets, n. w.....								
Corner 2d and N streets n. w.....								
Seaton Building.....								
Abbot Building.....								
Seaton Building.....								
Abbot Building.....								
Seaton Building.....								
do.....								
Abbot Building.....								

TABLE III.—*School-rooms, &c., for School-year ending June 30, 1880—Continued.*

SCHOOLS.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or Rented.	
		Length.	Width.	Height.	Cubic feet.					
Second Division—Continued.										
School No. 2, Grade No. 6.....	Seaton Building.....	Feet. 40	Feet. 27	Feet. 14	15,120	60	252	Brick	Owned.	
Do., 3.....do.....6.	Abbot Building.....	35	26	14	12,740	60	212	do.....	do.	
Do., 4.....do.....6.	Seaton Building.....	34	25.5	14	12,138	61	199	do.....	do.	
Do., 5.....do.....6.	Corner 2d and N streets n. w.....	32	22	10	7,040	49	144	do.....	Rented.	
Do., 6.....do.....6.	Seaton Building.....	34	25.5	14	12,138	60	202	do.....	Owned.	
Do., 7.....do.....6.	Corner 2d and N streets n. w.....	32	22	11	7,744	49	158	do.....	Rented.	
Do., 1.....do.....5.	Abbot Building.....	35	26	13	11,830	60	197	do.....	Owned.	
Do., 2.....do.....5.	Seaton Building.....	34	25.5	14	12,138	60	202	do.....	do.	
Do., 3.....do.....5.	Corner 2d and N streets n. w.....	32	22	10	7,040	49	144	do.....	Rented.	
Do., 4.....do.....5.	I street, between 2d and 3d streets n. w.....	52	20	11	11,440	63	181	do.....	do.	
Do., 5.....do.....5.	Corner 2d and N streets n. w.....	32	22	10	7,040	49	144	do.....	do.	
Do., 6.....do.....5.	do.....	32	22	11	7,744	48	161	do.....	do.	
Do., 7.....do.....5.	do.....	32	22	10	7,040	56	125	do.....	do.	
Do., 8.....do.....5.	do.....	32	22	11	7,744	49	158	do.....	do.	
Do., 9.....do.....5.	do.....	32	22	11	7,744	56	138	do.....	do.	
Do., 10.....do.....5.	Corner 10th and G streets n. w.....	28.4	27.9	12.8	10,142	60	169	do.....	do.	
Do., 11.....do.....5.	Miller Building, H street, between 6th and 7th streets n. w.....	37	31	10	11,470	60	191	do.....	do.	
Do., 1.....do.....4.	Abbot Building.....	35	25	13	11,375	60	189	do.....	Owned.	
Do., 2.....do.....4.	H street, between 2d and 3d streets n. w.....	29.9	22.6	10.8	7,140	61	117	do.....	Rented.	
Do., 3.....do.....4.	Abbot Building.....	34.6	25	12.8	11,072	60	185	do.....	Owned.	
Do., 4.....do.....4.	H street, between 2d and 3d streets n. w.....	29.9	22.6	10.8	7,140	60	119	do.....	Rented.	
Do., 5.....do.....4.	Corner 2d and N streets n. w.....	32	22	11	7,744	56	138	do.....	do.	
Do., 6.....do.....4.	I street, between 2d and 3d streets n. w.....	45	18	11	8,910	60	148	do.....	do.	
Do., 7.....do.....4.	Corner 2d and N streets n. w.....	32	22	11	7,744	57	136	do.....	do.	
Do., 8.....do.....4.	O street, between 4th and 5th streets n. w.....	29.2	28.5	9.9	8,228	57	144	do.....	do.	
Do., 9.....do.....4.	Corner 9th and S streets n. w.....	31.3	22.3	11.8	8,111	60	135	do.....	do.	
Do., 10.....do.....4.	Corner 10th and G streets n. w.....	27.5	28.4	12.8	9,996	60	166	do.....	do.	
Do., 11.....do.....4.	Corner 5th and I streets n. w.....	33.6	28.4	10.5	10,289	60	171	do.....	do.	

Do.....12.....do.....4.....	F street, between 6th and 7th streets n. w.....	34.3	23.7	12	9,761	60	162	do.....do.....do.....	do.
Do.....1.....do.....3.....	Abbot Building.....	33	25	13	10,725	60	179	do.....do.....do.....	Owned.
Do.....2.....do.....3.....	I street, between 2d and 3d streets n. w.....	45	18.2	11.8	9,664	60	161	do.....do.....do.....	Rented.
Do.....3.....do.....3.....	Corner 2d and N streets n. w.....	32	22	11	7,744	54	143	do.....do.....do.....	do.
Do.....4.....do.....3.....	I street, between 2d and 3d streets n. w.....	45	18.2	13	10,647	60	177	do.....do.....do.....	do.
Do.....5.....do.....3.....	Corner 9th and S streets n. w.....	31.3	22.3	11.8	8,111	60	135	do.....do.....do.....	do.
Do.....6.....do.....3.....	O street, between 4th and 5th streets n. w.....	28.5	26.1	9.9	7,364	60	123	do.....do.....do.....	do.
Do.....7.....do.....3.....	N street, between 6th and 7th streets n. w.....	46	25	13	14,950	60	249	do.....do.....do.....	do.
Do.....8.....do.....3.....	6th street, between L and M streets n. w.....	45	20.6	10.6	9,826	60	164	do.....do.....do.....	do.
Do.....9.....do.....3.....	Miller Building.....	40.7	38.2	9	13,993	60	233	do.....do.....do.....	do.
Do.....10.....do.....3.....	F street, between 6th and 7th streets n. w.....	27	24	13	8,424	52	162	do.....do.....do.....	do.
Do.....11.....do.....3.....	H street, between 2d and 3d streets n. e.....	41.2	20	11.5	9,487	60	158	do.....do.....do.....	do.
Do.....12.....do.....3.....	H street, between 2d and 3d streets n. e.....	41.2	20	11.5	9,487	60	158	do.....do.....do.....	do.
Do.....1.....do.....2.....	H street, between 2d and 3d streets n. w.....	30	22.6	10.8	7,140	60	119	do.....do.....do.....	do.
Do.....2.....do.....2.....	do.....	30	22.6	10.8	7,140	60	119	do.....do.....do.....	do.
Do.....3.....do.....2.....	5th street, between M and N streets n. w.....	32	30	18	17,280	69	250	do.....do.....do.....	do.
Do.....4.....do.....2.....	I street, between 2d and 3d streets n. w.....	45	18.2	11.8	9,664	60	159	do.....do.....do.....	do.
Do.....5.....do.....2.....	5th street, between M and N streets n. w.....	32	30	18	17,280	60	250	do.....do.....do.....	do.
Do.....6.....do.....2.....	O street, between 4th and 5th streets n. w.....	27.8	29	9.9	7,981	60	133	do.....do.....do.....	do.
Do.....7.....do.....2.....	Corner 9th and S streets n. w.....	29.9	22.3	11.8	7,722	60	128	do.....do.....do.....	do.
Do.....8.....do.....2.....	P street, between 9th and Columbia sts. n. w.....	34.5	25.5	16	8,349	60	244	do.....do.....do.....	do.
Do.....9.....do.....2.....	Miller Building.....	38.2	25.5	16	14,646	60	244	do.....do.....do.....	do.
Do.....10.....do.....2.....	F street, between 6th and 7th streets n. w.....	27	24	12	7,776	58	134	do.....do.....do.....	do.
Do.....11.....do.....2.....	Corner 8th and I streets n. e.....	37	21	11	8,547	60	142	do.....do.....do.....	do.
Do.....12.....do.....1 & 2.....	do.....	37	21	11	8,547	60	142	do.....do.....do.....	do.
Do.....1.....do.....1.....	Corner New Jersey avenue and E street n. w.....	32	22	9.8	6,899	60	115	do.....do.....do.....	do.
Do.....2.....do.....1.....	I street, between 2d and 3d streets n. w.....	45	18.1	13	10,627	60	177	do.....do.....do.....	do.
Do.....3.....do.....1.....	5th street, between M and N streets n. w.....	32.3	30.9	18	17,851	78	289	do.....do.....do.....	do.
Do.....4.....do.....1.....	O street, between 4th and 5th streets n. w.....	29	27.8	9.8	7,981	60	133	do.....do.....do.....	do.
Do.....5.....do.....1.....	Corner 9th and S streets n. w.....	29.9	22.3	11.8	7,722	60	128	do.....do.....do.....	do.
Do.....6.....do.....1.....	P street, between 9th and Columbia sts. n. w.....	34.5	22	11	8,349	60	139	do.....do.....do.....	do.
Do.....7.....do.....1.....	Miller Building.....	38.2	19.7	16	12,087	60	201	do.....do.....do.....	do.
Do.....8.....do.....1.....	6th street, between L and M streets n. w.....	45	20.6	10.6	9,826	60	164	do.....do.....do.....	do.
Do.....9.....do.....1.....	Corner 8th and I streets n. e.....	37	21	11	8,547	60	142	do.....do.....do.....	do.
Do.....10.....do.....1.....	F street, between 6th and 7th streets n. w.....	27	24	13	8,424	60	140	do.....do.....do.....	do.
Total.....		4,179	4,179	4,179	4,179	4,179	4,179	4,179	4,179
Third Division.									
School No. 1, Grade No. 8.....	Wallach Building, Pennsylvania avenue, between 7th and 8th streets s. e.....	45	30	16	21,600	61	354	Brick.....	Owned.
Do.....2.....do.....8.....	do.....	45	30	16	21,600	61	354	do.....do.....	do.
Do.....1.....do.....7.....	do.....	30	25	15	11,250	56	200	do.....do.....	do.
Do.....2.....do.....7.....	do.....	30	25	15	11,250	56	200	do.....do.....	do.
Do.....3.....do.....7.....	do.....	30	25	15	11,250	60	187	do.....do.....	do.

TABLE III.—School-rooms, &c., for School-year ending June 30, 1880—Continued.

SCHOOLS.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or rented.	
		Length.	Width.	Height.	Cubic feet.					
Third Division—Continued.										
School No. 1, Grade No. 6.....	Wallach Building.....	Feet. 30	Feet. 25	Feet. 15	11,250	60	187	Brick.....	Owned.	
Do.....2.....do.....6.....	do.....	30	25	15	11,250	60	187	do.....	do.	
Do.....3.....do.....6.....	do.....	30	25	15	11,250	60	187	do.....	do.	
Do.....4.....do.....6.....	do.....	30	25	15	11,250	60	187	do.....	do.	
Do.....5.....do.....6.....	do.....	30	25	15	11,250	60	187	do.....	do.	
Do.....6.....do.....5 & 6.....	do.....	30	25	15	11,250	64	176	do.....	do.	
Do.....1.....do.....5.....	do.....	30	25	15	11,250	.....	176	do.....	do.	
Do.....2.....do.....5.....	8th street, between D and E streets s. e.....	38	19	12	8,654	56	154	Wood.....	Rented.	
Do.....3.....do.....5.....	Corner 7th and A streets n. e.....	31	25	11	8,525	60	142	do.....	do.	
Do.....4.....do.....5.....	8th street, between D and E streets s. e.....	38.2	19.2	12	8,835	60	147	do.....	do.	
Do.....5.....do.....5.....	Corner 5th street and Virginia avenue s. e.....	43	24	11.6	11,971	56	213	Brick.....	do.	
Do.....6.....do.....5.....	do.....	43	24	11.5	11,868	50	237	do.....	do.	
Do.....7.....do.....5.....	Wallach Building.....	30	25	15	11,250	56	200	do.....	Owned.	
Do.....1.....do.....4.....	Corner 7th and A streets n. e.....	35	22	11	8,470	58	146	do.....	Rented.	
Do.....2.....do.....4.....	do.....	34.5	23.5	11	8,918	60	148	do.....	do.	
Do.....3.....do.....4.....	Cranch Building, corner 12th and G streets s. e.....	34	26	14	12,376	60	206	do.....	Owned.	
Do.....4.....do.....4.....	do.....	34	26	14	12,376	60	206	do.....	do.	
Do.....5.....do.....4.....	McCormick Building, 3d street, between M and N streets s. e.....	32	24	13	9,984	58	172	do.....	do.	
Do.....6.....do.....4.....	E street, between 5th and 6th streets s. e.....	35.1	23.3	11	9,021	60	150	Wood.....	Rented.	
Do.....7.....do.....3 & 4.....	1st street, between C and D streets s. e.....	39	23	10	8,970	60	149	do.....	do.	
Do.....8.....do.....4.....	Corner 3d and B streets s. e.....	46	23	11	11,638	60	193	Brick.....	do.	
Do.....1.....do.....3.....	do.....	46	23	11	11,638	.....	193	do.....	do.	
Do.....2.....do.....3.....	Corner 7th and A streets n. e.....	31	25	11	8,525	64	133	Wood.....	do.	
Do.....3.....do.....3.....	Cranch Building.....	34	26	14	12,376	60	206	Brick.....	Owned.	
Do.....4.....do.....3.....	do.....	34	26	10.5	9,282	61	152	do.....	do.	
Do.....5.....do.....3.....	Anacostia Building, cor. 9th and K sts. s. e.....	37	22.5	12	9,990	52	192	do.....	do.	
Do.....6.....do.....3.....	Corner 3d and A streets s. e.....	30	22	9	5,940	56	106	Wood.....	Rented.	
Do.....7.....do.....3.....	McCormick Building.....	32	24	13	9,984	58	172	Brick.....	Owned.	

TABLE III.—School-rooms, &c., for School-year ending June 30, 1880—Continued.

SCHOOLS.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of Seats.	Cubic feet of air for each pupil.	Material of building.	Owned or rented.
		Length.	Width.	Height.	Cubic feet.				
Fourth Division—Continued.									
School No. 6, Grade No. 3 & 4.	Greenleaf Building.	Feet.	Feet.	Feet.	10,800	60	180	Brick.	Owned.
Do. 1.	Jefferson Building.	30	30	12	10,800	60	151	do.	do.
Do. 2.	do.	35	26	10	9,100	56	162	do.	do.
Do. 3.	do.	35	26	10	9,100		151	do.	do.
Do. 4.	do.	35	26	10	9,100		152	do.	do.
Do. 5.	do.	30	30	12	10,800	60	180	do.	do.
Do. 6.	Potomac Building.	30	30	12	10,800	60	180	do.	do.
Do. 1.	Greenleaf Building.	35	26	10	9,100	56	162	do.	do.
Do. 2.	Jefferson Building.	35	26	10	9,100	69	132	do.	do.
Do. 3.	do.	35	26	10	9,100		162	do.	do.
Do. 4.	do.	35	26	10	9,100		132	do.	do.
Do. 5.	Potomac Building.	30	30	12	10,800	72	150	do.	do.
Do. 6.	Greenleaf Building.	30	30	12	10,800	60	180	do.	do.
Total.					1,928				
Fifth Division.									
School No. 1, Grade No. 8.	Curtis Building, 2d street, between High and Market streets, Georgetown.	36	28	15	15,120	54	280	do.	do.
Do. 1.	do.	36	28	15	15,120	56	270	do.	do.
Do. 2.	do.	32.7	27	14.7	13,042	56	233	do.	do.
Do. 3.	do.	32.7	27	14.7	13,042	60	217	do.	do.
Do. 4.	do.	32.7	27	14.7	13,042	56	233	do.	do.
Do. 5.	do.	32.7	27	14.7	13,042	60	217	do.	do.
Do. 6.	do.	32.7	27	14.7	13,042	56	233	do.	do.
Do. 7.	do.	32.7	27	14.7	13,042	56	233	do.	do.
Do. 8.	do.	32.7	27	14.7	13,042	60	217	do.	do.
Do. 9.	do.	32.7	27	14.7	13,042	56	233	do.	do.
Do. 10.	3d street, between High and Market streets.	37.3	21.2	9.3	7,404	60	123	do.	do.
Do. 11.	Corner Prospect and Langan streets.	32	26	12	9,984	64	156	do.	do.

Do.....3.....do.....4.....	Montgomery st., between Bridge and Olive sts..	29	10.1	10,909	50	218	do.....	do.
Do.....4.....do.....4.....	3d street, between High and Market streets...	21.2	10.5	8,330	38	143	do.....	do.
Do.....1.....do.....3.....	Stoddard st., bet. Washington and Greene sts..	24	14	11,760	54	217	Wood.....	Rented.
Do.....2.....do.....3.....	do.....	24.5	14	9,733	58	167	do.....	do.
Do.....3.....do.....3.....	Montgomery st., between Bridge and Olive sts..	29	12	13,572	60	226	Brick.....	Owned.
Do.....4.....do.....1, 2, 3 & 4..	Industrial Home.....	27.6	11	13,542	67	202	do.....	do.
Do.....5.....do.....3.....	Corner Prospect and Langan streets.....	26.5	11.5	8,380	60	139	do.....	do.
Do.....1.....do.....2.....	do.....	26.5	11.5	8,380	60	139	do.....	do.
Do.....2.....do.....2.....	Corner High and Market streets.....	28.8	12.4	12,948	60	215	Wood.....	do.
Do.....3.....do.....2.....	Montgomery st., between Bridge and Olive sts..	28.5	10.6	11,585	60	193	Brick.....	do.
Do.....4.....do.....2.....	Corner High and Market streets.....	28	12.5	12,948	60	215	Wood.....	do.
Do.....1.....do.....1.....	Corner Prospect and Langan streets.....	26	12	9,984	64	156	Brick.....	do.
Do.....2.....do.....1.....	Corner High and Market streets.....	28.8	12.4	12,948	60	215	Wood.....	do.
Do.....3.....do.....1.....	Montgomery st., between Bridge and Olive sts..	28	10.1	10,532	60	175	Brick.....	do.
Do.....4.....do.....1.....	3d street, between High and Market streets...	23	11.1	9,902	58	170	do.....	do.
Total.....					1,407			
First Division.....					3,067			
Second Division.....					4,179			
Third Division.....					2,487			
Fourth Division.....					1,928			
Fifth Division.....					1,407			
Boys' High School.....					76			
Girls' High School.....					96			
Normal School.....					20			
Total.....					13,260			

RECAPITULATION.....

TABLE IV.—*Pupils—Ages, Sex, Parents in United States Government Employment, Indigent, and Seats Provided for, for School-year ending June 30, 1880.*

AGE OF PUPILS AT LAST BIRTHDAY.	FIRST DIVISION.		SECOND DIVISION.		THIRD DIVISION.		FOURTH DIVISION.		FIFTH DIVISION.		TOTAL.	
	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
6 years.....	358	5.98	353	4.71	200	4.13	169	4.56	108	4.57	1,188	4.87
7...do.....	590	9.86	685	9.12	480	9.92	358	9.66	194	8.21	2,307	9.46
8...do.....	630	10.53	886	11.81	550	11.37	459	12.40	285	12.07	2,810	11.52
9...do.....	708	11.83	1,024	13.65	660	13.64	466	12.58	276	11.68	3,134	12.85
10...do.....	788	13.17	1,014	13.52	683	13.90	470	12.68	341	14.44	3,296	13.51
11...do.....	753	12.58	967	12.90	571	11.80	439	11.85	281	11.90	3,011	12.34
12...do.....	732	12.23	937	12.50	561	11.59	435	11.74	299	12.65	2,964	12.15
13...do.....	624	10.43	688	9.17	482	9.96	422	11.39	237	10.03	2,453	10.05
14...do.....	417	6.97	530	7.07	372	7.85	313	8.45	189	8.00	1,821	7.47
15...do.....	246	4.11	273	3.64	196	4.05	115	3.10	107	4.53	937	3.84
16...do.....	100	1.67	100	1.34	75	1.55	43	1.16	32	1.32	350	1.44
17...do.....	30	.50	34	.45	7	.15	13	.35	11	.47	95	.39
18...do.....and over.....	8	.14	9	.12	4	.09	3	.08	3	.13	27	.11
Boys.....	3,032	50.67	3,804	50.72	2,411	49.80	1,756	47.40	1,243	52.60	12,246	50.20
Girls.....	2,952	49.33	3,696	49.28	2,430	50.20	1,949	52.60	1,120	47.40	12,147	49.80
Total.....	5,984		7,500		4,841		3,705		2,363		24,393	
Average age.....	10.4		10.3		10.4		10.4		10.5		10.4	
Children of parents in United States Government employment.....	1,489	35.35	1,531	30.41	1,234	38.84	352	13.77	208	12.45	4,814	28.92
Indigent pupils furnished with books.....	231	6.04	270	5.81	395	12.84	384	15.86	201	12.86	1,481	9.53
Seats provided for pupils.....	3,067		4,179		2,487		1,928		1,407		13,068	

TABLE V.—*Admissions, Withdrawals, Attendance, Discipline, and Supervision, for the School-year ending June 30, 1880.*

[High Schools and Normal School not included.]

	First Division.	Second Division.	Third Division.	Fourth Division.	Fifth Division.	Total.
Number from last year's roll.....	2,242	2,907	1,989	1,526	938	9,602
Number of admissions.....	5,465	7,007	4,102	3,288	2,201	22,063
Number transferred.....	2,222	2,840	1,829	1,261	791	8,943
Number of withdrawals.....	801	728	481	214	183	2,407
Number of seats forfeited	2,019	2,869	1,456	1,453	1,002	8,799
Number of dismissals.....	20	31	3	.....	8	62
Number at close of year.....	2,645	3,446	2,322	1,886	1,155	11,454
Number of re-entries.....	1,717	2,393	1,218	1,110	775	7,213
Number received by transfer.....	2,166	2,875	1,797	1,283	802	8,923
Whole number on roll	3,824	4,646	3,076	2,421	1,562	15,529
Average number on roll	3,103	3,925	2,578	2,049	1,301	12,956
Average number in daily attendance.....	2,957	3,737	2,467	1,945	1,232	12,338
Percentage of attendance.....	95.6	95.2	96.0	95.0	94.7	95.3
Number of cases of tardiness.....	2,890	3,188	1,025	2,386	1,534	11,023
Number of cases of corporal punishment.....	32	34	10	25	52	153
Number present every session.....	451	459	463	256	156	1,785
Number of visits of Supervising Principals.....	2,162	2,247	2,013	1,164	637	8,223
Number of visits of Superintendent.....	667	498	250	225	132	1,772
Number of visits of Trustees.....	279	136	90	913	44	1,462

TABLE VI.—Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880.

SCHOOL.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
First Division.....	<i>Supervising Principals.</i>	113 Maryland avenue n. e.....	Union College.....	Sept. 1, 1876.....	\$1,650	Sept. 1, 1877
Second Division.....	Henry N. Copp.....	511 Sixth street n. w.....	Dartmouth College.....	Sept. 1, 1870.....	1,650	Sept. 1, 1877
Third Division.....	Nathanial P. Gage.....	516 A street s. e.....	Columbian College.....	Sept. 1, 1870.....	1,650	Sept. 1, 1879
Fourth Division.....	Alexander T. Stuart.....	1201 Fifth street n. w.....	Private Schools of Washington.....	Jan. 1, 1848.....	1,650	Sept. 1, 1877
Fifth Division.....	John E. Thompson.....	126 Congress st., Georgetown..	Westtown College, Pennsylvania.....	Sept. 1, 1873.....	1,650	Sept. 1, 1877
Sixth Division.....	Bernard T. Janney.....	Brightwood.....	University of Virginia.....	Feb. 1, 1866.....	1,650	Sept. 1, 1878
	Joseph R. Keene.....			Total.....	\$9,900	
	<i>Normal School.</i>		<i>Where employed.</i>			
Principal	Lucilla E. Smith.....	814 Thirteenth street n. w.....	Franklin Building.....	Nov. 7, 1870.....	\$1,350	Sept. 1, 1877
Assistant.....	Nellie F. Pumphrey.....	456 N street s. w.....	Franklin Building.....	Sept. 1, 1879.....	650	Sept. 1, 1879
	<i>Boys' High School.</i>			Total.....	\$2,000	
Principal	Edward A. Paul.....	20 Grant Place.....	G, bet. Fourth and Fifth streets n. w..	Sept. 1, 1876.....	\$1,300	Sept. 1, 1878
Assistant	Frank Angell.....	1423 S street n. w.....	G, bet. Fourth and Fifth streets n. w..	Jan. 1, 1880.....	750	Jan. 1, 1880
	<i>Girls' High School.</i>					
Principal	Georgla Lane.....	32 Grant Place.....	Seaton Building.....	Sept. 1, 1867.....	1,200	Sept. 1, 1877
Assistant.....	Flora M. Crane.....	1210 Massachusetts ave. n. w.	Seaton Building.....	Sept. 20, 1877.....	750	Sept. 1, 1879
	<i>Special Teachers.</i>			Total.....	\$4,000	
Vocal Music.....	Joseph H. Daniel.....	715 Fifth street n. w.....	Director, First Six Divisions.....	Dec. 1, 1856.....	\$960	Sept. 1, 1877
Do	Mrs. Annie J. King.....	642 Rhode Island avenue n. w.	Assistant, First and Second Divisions..	Oct. 1, 1873.....	600	Oct. 1, 1873
Do	Mrs. Laura L. Davidson..	1410 Eleventh street n. w.....	Assistant, Third and Fourth Divisions	Jan. 1, 1876.....	600	Jan. 1, 1876
Do	Alice E. Johnson.....	935 L street n. w.....	Assistant, First Five Divisions.....	July 1, 1879.....	400	Sept. 1, 1879
Drawing.....	Mrs. Susan E. Fuller.....	1318 I street n. w.....	Teacher, City.....	Sept. 1, 1873.....	700	Sept. 1, 1877
Do	Annie M. Wilson.....	1108 Maryland avenue s. w ..	Assistant, City	Sept. 1, 1876.....	650	Sept. 1, 1877
			Total.....		\$3,910	

[illegible]

TABLE VI.—Teachers, Residences, &c., for School-year ending June 30, 1880—Continued.

SCHOOL.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
First Division—Continued.						
School No. 3, Grade No. 1 & 2.	Fannie L. Reeves.....	730 22d street n. w.....	Washington Normal School.....	July 1, 1879...	\$500	Sept. 1, 1879
Do.....4.....do.....2	Grace K. Dyer.....	1310 12th street.....	Private Schools of Washington.....	Oct. 1, 1877...	450	Sept. 1, 1879
Do.....5.....do.....2	Sarah V. A. Shields.....	827 14th street n. w.....	Washington Normal School.....	July 1, 1878...	425	Sept. 1, 1879
Do.....6.....do.....2	Blanche L. Pattison.....	1811 13th street n. w.....	do.....	July 1, 1878...	425	Sept. 1, 1879
Do.....7.....do.....2	Cora Stutzman.....	1313 Corcoran street.....	do.....	Nov. 1, 1875...	600	Sept. 1, 1877
Do.....8.....do.....2	Annie M. Dutton.....	1533 P street n. w.....	Public Schools of Washington.....	Sept. 1, 1873...	500	Dec. 1, 1877
Do.....9.....do.....2	Sarah A. J. Oliphant.....	817 14th street n. w.....	do.....	Sept. 1, 1870...	600	Jan. 1, 1880
Do.....10.....do.....1 & 2.	Alice E. Speake.....	1217 G street n. w.....	Washington Normal School.....	July 1, 1878...	550	Sept. 1, 1879
Do.....1.....do.....1... }	Training School.....					
Do.....2.....do.....1... }						
Do.....3.....do.....1	Louise Connolly.....	1425 8th street n. w...	do.....	July 1, 1879...	400	Sept. 1, 1879
Do.....4.....do.....1	Emma L. Duval.....	1613 Madison street...	do.....	July 1, 1878...	425	Sept. 1, 1879
Do.....5.....do.....1	Annie J. Lewis.....	1326 New York ave...	do.....	July 1, 1879...	400	Sept. 1, 1879
Do.....6.....do.....1	Cora A. Robertson.....	818 O street n. w.....	do.....	July 1, 1877...	550	Sept. 1, 1878
Do.....7.....do.....1	H. May Bennett, act'g.....	718 12th street n. w.....	Public Schools of Washington and Wesleyan College.....	Nov. 1, 1879...	400	Nov. 1, 1879
Do.....8.....do.....1	Irene L. Snyder.....	956 24th street n. w...	Washington Normal School.....	Sept. 1, 1876...	475	Sept. 1, 1879
Do.....9.....do.....1	Grace Cauldwell.....	1427 Q street n. w.....	do.....	July 1, 1879...	400	Sept. 1, 1879
Total.....					\$35,250	
Second Division.						
School No. 1, Grade No. 8.....	S. John Thomson.....	1117 5th street n. w...	Jefferson and Columbian Colleges.....	June 1, 1854...	\$1,000	Dec. 1, 1877
Do.....2.....do.....8... }	Mary E. Rowe.....	227 E street n. w.....	Met. Collegiate Institute, Washington.	Sept. 1, 1865...	1,000	May 1, 1875
Do.....3.....do.....8... }	Zaldee Per Lee, Sub-Ass't.....	1120 13th street n. w...	Public Schools of Washington.....	July 1, 1879...	250	Sept. 1, 1879
Do.....4.....do.....8.....	John M. Fox.....	425 M street n. w.....	Yale College and Conn. State Normal School.....	July 1, 1879...	1,000	Sept. 1, 1879
Do.....5.....do.....8... }	Metella King.....	Irvine street, near Howard University	Public Schools of Washington.....	Sept. 1, 1869...	1,000	Sept. 1, 1879
Do.....6.....do.....8... }	Lizzie P. Brown, Sub-Ass't.....	940 N street n. w.....	Public and Private Schools of Washington.....	Jan. 1, 1880...	250	Jan. 1, 1880
Do.....7.....do.....7..... }	Julia A. Brown.....	1131 5th street n. w.....	Blanchard Academy, N. H.....	Feb. 1, 1865...	850	Sept. 1, 1877

Do.....2.....do.....7.....	Emily V. Billing.....	611 K street n. w.....	Washington.....	Mar. 11, 1850...	850	Sept. 1, 1877
Do.....3.....do.....6&7.....	Kate T. Brown.....	635 I street n. w.....	Public Schools of Washington.....	Sept. 1, 1870...	800	Sept. 1, 1879
Do.....4.....do.....7.....	Clara C. Baker.....	1331 5th street n. w.....	Manchester, N. H., and Wash'ton, D. C.	Sept. 1, 1870...	800	Sept. 1, 1879
Do.....5.....do.....7.....	Lillian C. Camp.....	University Hill, cor. 4 1/2 and College sts...	Fond du Lac, (Wis.,) High School.....	Sept. 1, 1876...	800	Sept. 1, 1879
Do.....1.....do.....6.....	M. Adele Tait.....	1125 4th street n. w.....	Washington Public Schools.....	Sept. 1, 1865...	800	Sept. 1, 1877
Do.....2.....do.....6.....	Emily Robinson.....	1125 13th street n. w.....	do.....	Sept. 1, 1859...	750	Sept. 1, 1878
Do.....3.....do.....6.....	Sallie Small Childs.....	945 H street n. w.....	Washington Normal School.....	Sept. 1, 1875...	750	Sept. 1, 1879
Do.....4.....do.....6.....	Alice L. Kern.....	452 M street n. w.....	Public Schools of Washington.....	Sept. 1, 1868...	750	Sept. 1, 1877
Do.....5.....do.....6.....	Flora L. Hendley.....	639 Md. ave. s. w.....	Washington Normal School.....	Sept. 1, 1876...	700	Sept. 1, 1878
Do.....6.....do.....6.....	Susie C. Collins.....	477 I street n. w.....	Public Schools of Washington.....	Sept. 1, 1870...	750	Sept. 1, 1879
Do.....7.....do.....6.....	Dora Rogers.....	814 13th street n. w.....	State Normal School, Farmington, Me.	Mar. 1, 1880...	700	Mar. 1, 1880
Do.....1.....do.....5.....	Emma L. Bond.....	813 1st street n. w.....	Public Schools of Washington.....	Sept. 1, 1872...	750	Sept. 1, 1878
Do.....2.....do.....5.....	Emmeline C. Weightman.....	Mount Pleasant.....	do.....	Sept. 1, 1873...	650	Sept. 1, 1879
Do.....3.....do.....5.....	Virginia R. Glittings.....	416 M street n. w.....	State Normal School, Farmington, Me.	Sept. 1, 1870...	750	Sept. 1, 1879
Do.....4.....do.....5.....	Clara M. Woodard.....	1012 12th street n. w.....	do.....	Sept. 1, 1878...	700	Sept. 1, 1879
Do.....5.....do.....5.....	Ellen C. Dyer.....	901 N. J. avenues. e.....	Washington Normal School.....	Sept. 1, 1873...	700	Sept. 1, 1879
Do.....6.....do.....5.....	Olivia Hamby.....	1428 11th street n. w.....	do.....	Sept. 1, 1875...	700	Sept. 1, 1879
Do.....7.....do.....5.....	Amanda M. East.....	440 O street n. w.....	Public Schools of Washington.....	Sept. 1, 1869...	700	Sept. 1, 1877
Do.....8.....do.....5.....	Mary Hinman, act'g.....	811 G street n. w.....	St. Johnsbury Academy, Vermont.....	Jan. 1, 1880...	650	Jan. 1, 1880
Do.....9.....do.....5.....	Julia I. Murray.....	716 11th street n. w.....	Washington Normal School.....	Sept. 1, 1875...	650	Sept. 1, 1879
Do.....10.....do.....5.....	Frances Hooper.....	University Hill, cor. 4 1/2 and Trumbull sts.	Worcester, (Mass.,) High School.....	July 1, 1879...	650	Sept. 1, 1879
Do.....11.....do.....5.....	Charles H. Ourand.....	405 I street n. w.....	Public Schools of Washington.....	Dec. 12, 1877...	750	Sept. 1, 1879
Do.....1.....do.....4.....	Eliza Caton.....	732 5th street n. w.....	do.....	Sept. 1, 1867...	700	Sept. 1, 1877
Do.....2.....do.....4.....	Mary C. Garst.....	411 3d street n. w.....	Washington Normal School.....	Sept. 1, 1875...	650	Sept. 1, 1878
Do.....3.....do.....4.....	Mary R. Evans.....	64 I street n. w.....	do.....	Sept. 1, 1874...	650	Sept. 1, 1879
Do.....4.....do.....4.....	Mary E. Noyes.....	1129 5th street n. w.....	Abbot Academy, Andover, Mass.....	Feb. 1, 1880...	600	Feb. 1, 1880
Do.....5.....do.....4.....	Mary B. Bartlett.....	1131 5th street n. w.....	Public Schools of Washington.....	Sept. 1, 1872...	700	Sept. 1, 1879
Do.....6.....do.....4.....	Catharine F. Johnson.....	935 L street n. w.....	Washington Normal School.....	April 1, 1876...	600	Sept. 1, 1878
Do.....7.....do.....4.....	Marion J. Malone.....	Anacostia.....	Public Schools of Washington.....	Nov. 1, 1871...	650	Sept. 1, 1878
Do.....8.....do.....4.....	Mrs. Marie L. Walker.....	1247 6th street n. w.....	Public and Private Schools of Wash- ington.....	Feb. 1, 1860...	650	Sept. 1, 1877
Do.....9.....do.....4.....	Mrs. Emma F. Quinlan.....	613 Mass. avenue n. w.....	do.....	Sept. 1, 1863...	650	Sept. 1, 1877
Do.....10.....do.....4.....	Elizabeth L. Prather.....	421 P street n. w.....	Public Schools of Washington.....	Sept. 1, 1871...	700	Sept. 1, 1879
Do.....11.....do.....4.....	Susan B. Brown.....	635 I street n. w.....	do.....	Sept. 1, 1876...	600	Sept. 1, 1878
Do.....12.....do.....4.....	Hannah J. Free.....	715 I street n. w.....	do.....	Sept. 1, 1866...	700	Sept. 1, 1877
Do.....1.....do.....3.....	Mary H. Merrill.....	13-0 11th street n. w.....	Mt. Holyoke Seminary.....	Sept. 1, 1878...	550	Jan. 1, 1880
Do.....2.....do.....3.....	Sarah E. White.....	104 F street n. e.....	Washington Normal School.....	July 1, 1875...	650	Sept. 1, 1879
Do.....3.....do.....3.....	Isabella V. Helmsen.....	806 2d street n. w.....	do.....	Sept. 1, 1877...	550	Sept. 1, 1878
Do.....4.....do.....3.....	Isabel May Carroll.....	327 A street n. e.....	do.....	July 1, 1878...	550	Sept. 1, 1879
Do.....5.....do.....3.....	Emma K. Scott.....	1238 11th street n. w.....	Public Schools of Washington.....	July 1, 1878...	550	Sept. 1, 1877
Do.....6.....do.....3.....	Clara J. Lesh.....	1912 9th street n. w.....	do.....	Sept. 1, 1873...	600	Sept. 1, 1878
Do.....7.....do.....3.....	Ida M. DeLand.....	1421 Columbia street.....	Normal School, Toronto, Ontario.....	July 1, 1877...	550	Sept. 1, 1878
Do.....8.....do.....3.....	Kate A. Hardy.....	1117 G street n. w.....	do.....	Nov. 1, 1879...	550	Nov. 1, 1879

TABLE VI.—Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880—Continued.

SCHOOL.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
Second Division—Cont'd.						
School No. 9, Grade No. 3	Annie A. Chesney.....	614 Q street n. w.....	Washington Normal School.....	July 1, 1878...	\$550	Sept. 1, 1879
Do. 10. do. 3	Inez M. Goodrich.....	28 Myrtle street n. e....	Public Schools of Washington.....	Sept. 1, 1871...	650	Sept. 1, 1879
Do. 11. do. 3	Mary E. Bond.....	813 1st street n. w.	Washington Normal School.....	July 1, 1877...	550	Sept. 1, 1879
Do. 12. do. 3	Elia S. Cooke.....	808 K street n. w.	Public Schools of Washington.....	July 1, 1878...	550	Jan. 1, 1880
Do. 1. do. 2	Mary C. Cobb.....	812 I street n. w.	Washington Normal School.....	Dec. 1, 1876...	600	Sept. 1, 1878
Do. 2. do. 2	Sallie A. Dalton.....	1133 12th street n. w....	Public Schools of Washington.....	Nov. 1, 1865...	600	Jan. 1, 1879
Do. 3. do. 2	Mary K. Stewart.....	32 I street n. e.....	Washington Normal School.....	July 1, 1879...	400	Sept. 1, 1879
Do. 4. do. 2	E. Virginia Boss.....	407 New York ave- nue n. w.....	Public Schools of Washington.....	Nov. 1, 1868...	600	Sept. 1, 1877
Do. 5. do. 2	Margaret E. Mitchell.....	465 H street n. w.	Washington Normal School.....	July 1, 1877...	550	Sept. 1, 1878
Do. 6. do. 2	Emily Aloysia Farmer.....	702 5th street n. w.	Maryland.....	Mar. 1, 1879...	500	Sept. 1, 1879
Do. 7. do. 2	Susie E. Porter.....	1908 9th street n. w.	Public Schools of Washington.....	Sept. 1, 1873...	600	Sept. 1, 1877
Do. 8. do. 2	Emma L. Wilson.....	1211 5th street n. w.	do.....	Sept. 1, 1866...	60	Sept. 1, 1877
Do. 9. do. 2	Laura Bangs.....	1523 12th street n. w.	do.....	July 1, 1879...	400	Sept. 1, 1879
Do. 10. do. 2	Sarah L. Crane.....	212 6th street s. e.	Tilden Seminary, N. H.....	Jan. 1, 1880...	400	Jan. 1, 1880
Do. 11. do. 2	Linda Schmitt.....	101 F street n. e.....	Washington Normal School.....	Sept. 1, 1877...	450	Sept. 1, 1879
Do. 12. do. 1 & 2.....	Matilda A. McNantz.....	129 6th street n. e.....	do.....	July 1, 1879...	500	Feb. 1, 1880
Do. 1. do. 1	Lissetta M. Gasch.....	901, cor. 7th and I sts. n. e.....	do.....	July 1, 1879...	400	Sept. 1, 1879
Do. 2. do. 1	M. Gertrude Cowling.....	1814 11th street n. w.	do.....	July 1, 1879...	500	Sept. 1, 1879
Do. 3. do. 1	Sarah E. Wheelock.....	461 P street n. w.	do.....	July 1, 1878...	550	Sept. 1, 1879
Do. 4. do. 1	Agnes E. Brown.....	Mount Pleasant.....	do.....	July 1, 1878...	425	Sept. 1, 1879
Do. 5. do. 1	Harriet J. Drury.....	1117 S street n. w.	do.....	July 1, 1878...	550	Sept. 1, 1879
Do. 6. do. 1	Kate d'A. Malone.....	Anacostia.....	do.....	July 1, 1879...	400	Sept. 1, 1879
Do. 7. do. 1	Mittie Frances Harmon.....	Mount Pleasant.....	do.....	July 1, 1879...	500	Sept. 1, 1879
Do. 8. do. 1	Louisa S. Weighman.....	Mount Pleasant.....	Private Schools of Washington.....	Sept. 13, 1870...	600	Sept. 1, 1877
Do. 9. do. 1	Mary Buckley.....	23 F street n. w.	Washington Normal School.....	July 1, 1878...	425	Sept. 1, 1879
Do. 10. do. 1	Frances B. Fairchild.....	1425 8th street n. w....	do.....	July 1, 1879...	400	Sept. 1, 1879
Total.....					\$47,100	

Third Division.		School No. 1, Grade No. 8.		John J. Chickering. Mrs. Elizabeth A. Hilton...		Kendall Green..... 405 East Capitol st....		Amherst College, Mass..... Young Ladies' Seminary, Freehold, N. J.....		July	1, 1879...	\$1,000	Sept.	1, 1879
Do.....	2.....	do.....	8.....	Ada O. Ober, Sub-Ass't.....	218 2d street n. e.....	645 Penna. ave. s. e.....	218 2d street n. e.....	Public Schools of Washington.....	Sept.	1, 1871...	1,000	Sept.	1, 1875	
Do.....	1.....	do.....	7.....	Victoria L. Nourse.....	1011 E street s. e.....	1012 12th street n. w.....	1011 E street s. e.....	Lancaster, Pennsylvania.....	Jan.	1, 1879...	250	Jan.	1, 1877	
Do.....	2.....	do.....	7.....	Lucy B. Davis.....	945 K street n. w.....	1020 G street s. e.....	945 K street n. w.....	State Normal School, Salem, Mass.....	Sept.	1, 1866...	850	Sept.	1, 1877	
Do.....	3.....	do.....	7.....	Mary A. Aukward.....	29 H street n. w.....	611 G street s. e.....	29 H street n. w.....	Public Schools of Washington.....	Sept.	1, 1862...	800	Sept.	1, 1879	
Do.....	1.....	do.....	6.....	Mary G. Kelly.....	715 East Capitol st.....	1606 14th street n. w.....	715 East Capitol st.....	do.....	Sept.	1, 1869...	800	Sept.	1, 1877	
Do.....	2.....	do.....	6.....	Hannah P. Johnson.....	11 Grant Place.....	405 East Capitol st.....	11 Grant Place.....	do.....	Sept.	1, 1864...	800	Sept.	1, 1877	
Do.....	3.....	do.....	6.....	Mary Morgan.....	204 9th street s. e.....	647 East Capitol st.....	204 9th street s. e.....	Public Schools of Washington and St. Louis Normal School.....	Sept.	1, 1872...	800	Sept.	1, 1879	
Do.....	4.....	do.....	6.....	Mary L. Packard.....	645 Penna. ave. s. e.....	204 7th street s. e.....	645 Penna. ave. s. e.....	Warren, Ohio.....	Sept.	1, 1875...	750	Sept.	1, 1879	
Do.....	5.....	do.....	6.....	Rachel J. Day.....	1012 12th street n. w.....	624 A street s. e.....	1012 12th street n. w.....	State Normal School, Farmington, Me. Washington Normal School.....	Oct.	17, 1873...	750	Sept.	1, 1879	
Do.....	6.....	do.....	5 & 6.....	Mary E. Bohrer.....	1020 G street s. e.....	Horndon, Virginia.....	1020 G street s. e.....	Public Schools of Washington.....	Sept.	1, 1876...	700	Sept.	1, 1879	
Do.....	1.....	do.....	5.....	Symphronia M. Lusby.....	611 G street s. e.....	621 Mass. ave. n. e.....	611 G street s. e.....	Public Schools of Washington.....	Feb.	1, 1865...	750	Sept.	1, 1877	
Do.....	2.....	do.....	5.....	Lillie F. Thomas.....	1606 14th street n. w.....	25 5th street s. e.....	1606 14th street n. w.....	Hamilton and Oxford, Ohio.....	Jan.	1, 1869...	750	Sept.	1, 1877	
Do.....	3.....	do.....	5.....	Ida A. Lord.....	405 East Capitol st.....	1112 4th street s. e.....	405 East Capitol st.....	Washington Normal School.....	Sept.	1, 1874...	700	Sept.	1, 1877	
Do.....	4.....	do.....	5.....	M. Emma Van Doren.....	647 East Capitol st.....	750 7th street s. e.....	647 East Capitol st.....	Indiana and Public Schools of Wash- ington.....	Sept.	1, 1868...	750	Sept.	1, 1879	
Do.....	5.....	do.....	5.....	Martha W. Garges.....	204 7th street s. e.....	1245 G street s. e.....	204 7th street s. e.....	Washington Normal School.....	July	1, 1877...	650	Sept.	1, 1879	
Do.....	6.....	do.....	5.....	Nellie M. Mack.....	624 A street s. e.....	218 4th street s. e.....	624 A street s. e.....	do.....	Sept.	1, 1875...	650	Sept.	1, 1879	
Do.....	7.....	do.....	5.....	Emma J. Young.....	Horndon, Virginia.....	217 B street n. w.....	Horndon, Virginia.....	Public Schools of Washington.....	Sept.	1, 1876...	750	Sept.	1, 1878	
Do.....	1.....	do.....	4.....	Myra E. Love.....	621 Mass. ave. n. e.....	Anacostia.....	621 Mass. ave. n. e.....	Public Schools of Baltimore, Md.....	Mar.	18, 1875...	650	Sept.	1, 1879	
Do.....	2.....	do.....	4.....	Mary A. Mirick.....	25 5th street s. e.....	626 A street s. e.....	25 5th street s. e.....	Salem, Massachusetts.....	Sept.	1, 1867...	700	Sept.	1, 1877	
Do.....	3.....	do.....	4.....	Catharine A. Dulin.....	1112 4th street s. e.....	115 Penna. ave. n. w.....	1112 4th street s. e.....	Public Schools of Washington.....	Jan.	1, 1869...	650	Sept.	1, 1878	
Do.....	4.....	do.....	4.....	Florence Hinton.....	750 7th street s. e.....	723 13th street s. e.....	750 7th street s. e.....	Washington Normal School.....	Dec.	1, 1875...	650	Sept.	1, 1877	
Do.....	5.....	do.....	4.....	Lizzie M. Stromberger.....	312 2d street s. e.....	1343 K street s. e.....	312 2d street s. e.....	Public Schools of Washington.....	Sept.	1, 1872...	700	Sept.	1, 1877	
Do.....	6.....	do.....	4.....	Mary E. Armistead.....	1245 G street s. e.....	426 8th street s. e.....	1245 G street s. e.....	do.....	Oct.	1, 1865...	700	Sept.	1, 1877	
Do.....	7.....	do.....	3 & 4.....	Mrs. Amella J. Rowland.....	218 4th street s. e.....	117 M street s. e.....	218 4th street s. e.....	Newark, Delaware.....	Sept.	1, 1866...	700	Sept.	1, 1879	
Do.....	8.....	do.....	4.....	Ella G. Kelly.....	217 B street n. w.....	317 D street s. e.....	217 B street n. w.....	Public Schools of Washington.....	Sept.	1, 1871...	700	Sept.	1, 1878	
Do.....	1.....	do.....	3.....	Annie Beers.....	Anacostia.....	617 G street s. e.....	Anacostia.....	Washington Normal School.....	July	1, 1878...	550	Sept.	1, 1879	
Do.....	2.....	do.....	3.....	Lavinia H. Hauke.....	626 A street s. e.....	702 G street s. e.....	626 A street s. e.....	Public Schools of Washington.....	Sept.	1, 1873...	650	Sept.	1, 1878	
Do.....	3.....	do.....	3.....	Maggie E. Forbes.....	115 Penna. ave. n. w.....	617 G street s. e.....	115 Penna. ave. n. w.....	do.....	Sept.	12, 1870...	650	Sept.	1, 1877	
Do.....	4.....	do.....	3.....	Martha J. McCutchen.....	723 13th street s. e.....	229 10th street s. e.....	723 13th street s. e.....	do.....	Sept.	1, 1870...	650	Sept.	1, 1877	
Do.....	5.....	do.....	3.....	Martha E. Armistead.....	1343 K street s. e.....	702 G street s. e.....	1343 K street s. e.....	do.....	Nov.	1, 1874...	600	Sept.	1, 1879	
Do.....	6.....	do.....	3.....	M. Emma Little.....	426 8th street s. e.....	617 G street s. e.....	426 8th street s. e.....	Washington Normal School.....	Sept.	1, 1874...	600	Sept.	1, 1877	
Do.....	7.....	do.....	3.....	Sarah E. Meredith.....	117 M street s. e.....	317 D street s. e.....	117 M street s. e.....	do.....	Sept.	1, 1870...	600	Sept.	1, 1877	
Do.....	1.....	do.....	2.....	Mary A. Dodge.....	317 D street s. e.....	617 G street s. e.....	317 D street s. e.....	Public Schools of Washington.....	Sept.	1, 1874...	600	Nov.	1, 1877	
Do.....	2.....	do.....	2.....	Mary E. Kealey.....	617 G street s. e.....	229 10th street s. e.....	617 G street s. e.....	Washington Normal School.....	July	1, 1878...	425	Sept.	1, 1877	
Do.....	3.....	do.....	2.....	Maria M. Bryerton.....	229 10th street s. e.....	702 G street s. e.....	229 10th street s. e.....	do.....	Oct.	1, 1867...	600	Sept.	1, 1877	
Do.....	4.....	do.....	2.....	Mrs. Maria V. McCathran.....	702 G street s. e.....	617 G street s. e.....	702 G street s. e.....	Private Schools of Washington.....	Mar.	1, 1872...	600	Sept.	1, 1879	
Do.....	5.....	do.....	2.....	Sarah J. Kealey.....	617 G street s. e.....	512 6th street s. e.....	617 G street s. e.....	Public Schools of Washington.....	July	1, 1878...	425	Sept.	1, 1879	
Do.....	6.....	do.....	2.....	Mary R. Cunningham.....	512 6th street s. e.....	220 1st street s. e.....	512 6th street s. e.....	Washington Normal School.....	Jan.	1, 1877...	600	Sept.	1, 1878	
Do.....	7.....	do.....	1 & 2.....	Emma J. Woodard.....	220 1st street s. e.....		220 1st street s. e.....	Normal College, New York City.....	Jan.	1, 1877...	600	Sept.	1, 1878	

TABLE VI.—*Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880—Continued.*

SCHOOL.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
Third Division—Cont'd.						
School No. 1, Grade No. 1.....	Mary Sanderson.....	517 East Capitol st.....	Public Schools of Washington.....	May 21, 1871...	\$500	Nov. 1, 1877
Do.....2.....do.....1.....	Isa Walker.....	1023 N. J. ave. s. e.....	Washington Normal School.....	July 1, 1879...	400	Sept. 1, 1879
Do.....3.....do.....1.....	Cecilia Doughty.....	1500 Penna. ave. s. e.....	do.....do.....	July 1, 1878...	425	Sept. 1, 1879
Do.....4.....do.....1.....	Susie K. Woodward.....	126 C street s. e.....	do.....do.....	Oct. 1, 1877...	550	Sept. 1, 1878
Do.....5.....do.....1.....	Alice P. Stromberger.....	312 2d street s. e.....	Public Schools of Washington..	July 1, 1879...	500	Oct. 1, 1879
Do.....6.....do.....1.....	Sarah F. Tindle.....	907 8th street s. e.....	Washington Normal School.....	July 1, 1879...	400	Sept. 1, 1879
Do.....7.....do.....1.....	Mary M. Dyer.....	901 N. J. ave. s. e.....	do.....do.....	July 1, 1877...	450	Sept. 1, 1879
Do.....8.....do.....1.....	Barbra L. Woodward.....	126 C street s. e.....	do.....do.....	July 1, 1878...	425	Sept. 1, 1879
			Total.....	.....	\$31,600	
Fourth Division.						
School No. 1, Grade No. 8.....	Isaac Fairbrother, Ass't.....	209 13th street s. w.....	Oak Grove Seminary, Vassalboro', Me..	Sept. 1, 1876...	\$1,000	Sept. 1, 1876
Do.....2.....do.....8.....	Mrs. Mary E. Martin.....	700 6th street s. w.....	Public and Private Schools of Wash- ington.....	Feb. 1, 1858...	1,000	Sept. 1, 1877
Do.....1.....do.....7.....	M. Alice Carroll, Sub-Ass't..	13 1/2 st., bet. B & C s. w.....	Public Schools of Washington.....	July 1, 1879...	250	Sept. 1, 1879
Do.....2.....do.....7.....	Elizabeth J. Riley.....	345 C street s. w.....	do.....do.....	Jan. 1, 1869...	750	Sept. 1, 1877
Do.....1.....do.....6.....	Mrs. Sarah E. Wise.....	928 G street s. w.....	do.....do.....	Jan. 1, 1859...	850	Sept. 1, 1877
Do.....2.....do.....6.....	Elizabeth Bowen, Act'g.....	513 11th street s. w.....	do.....do.....	May 1, 1880...	700	May 1, 1880
Do.....3.....do.....6.....	Annie Van Horn.....	409 L street s. e.....	do.....do.....	Feb. 1, 1854...	800	Sept. 1, 1877
Do.....1.....do.....5.....	Susie A. Langley.....	1245 E street s. e.....	do.....do.....	Jan. 1, 1870...	750	Sept. 1, 1877
Do.....2.....do.....5.....	Mary L. Strobel.....	613 Virginia ave. s. w.....	Washington Normal School.....	Sept. 1, 1870...	700	Sept. 1, 1879
Do.....3.....do.....5.....	Annie M. Whitmore.....	709 7th street s. w.....	do.....do.....	Sept. 1, 1874...	700	Sept. 1, 1878
Do.....4.....do.....5.....	Mary A. Law.....	622 E street s. w.....	Public Schools of Washington.....	Feb. 1, 1875...	650	Sept. 1, 1879
Do.....1.....do.....4.....	Clara L. Wilson.....	21 3d street n. e.....	do.....do.....	Sept. 1, 1865...	750	Sept. 1, 1877
Do.....2.....do.....4.....	Rachel A. Garrett.....	471 C street n. w.....	Private Schools of Washington.....	Sept. 1, 1861...	700	Sept. 1, 1877
Do.....3.....do.....4.....	Mrs. Mary A. Bowen.....	513 11th street s. w.....	Washington Normal School.....	July 1, 1877...	600	May 1, 1880
Do.....4.....do.....4.....	Annie Rowell.....	226 13th street s. w.....	Public Schools of Washington.....	Oct. 1, 1866...	700	Sept. 1, 1877
Do.....5.....do.....4 & 5.....	Harriet L. Davis.....	621 H street s. w.....	Private Schools of Washington.....	Oct. 1, 1872...	700	Sept. 1, 1877
Do.....6.....do.....3 & 4.....	Victoria V. Trook.....	351 Penna. ave. n. w.....	Public Schools of Washington.....	Sept. 1, 1873...	700	Sept. 1, 1877
Do.....7.....do.....3 & 4.....	Martha Barnes.....	212 4 1/2 street s. w.....	do.....do.....	Feb. 1, 1871...	650	Sept. 1, 1878
	Janie P. McCauley.....	2200 6th streets s. w.....				

Do.....1.....do.....3.....	Margaret E. Garrett.....	471 C street n. w.....	do.....	Mar.....	1, 1869...	650	Sept. 1, 1879
Do.....2.....do.....3.....	Adele B. Gray.....	313 A street n. e.....	do.....	Feb.....	1, 1872...	650	Sept. 1, 1879
Do.....3.....do.....3.....	Ellen E. Haliday.....	321 12th street s. w.....	do.....	Oct.....	1, 1870...	600	Sept. 1, 1877
Do.....4.....do.....3.....	Catharine F. Maxwell.....	136 Carroll street s. e.....	do.....	Nov.....	1, 1873...	600	Sept. 1, 1877
Do.....5.....do.....3 & 4.....	Sophie I. Allen.....	465 F street s. w.....	do.....	Nov.....	1, 1872...	650	Sept. 1, 1878
Do.....6.....do.....3 & 4.....	Charlotte Lucas.....	483 G street s. w.....	do.....	Sept.....	1, 1871...	650	Sept. 1, 1878
Do.....1.....do.....2.....	Frances M. Moore.....	417 H street n. w.....	Washington Normal School.....	July.....	1, 1877...	450	Sept. 1, 1879
Do.....2.....do.....2.....	Mary P. Wilson.....	21 3d street n. e.....	do.....	Nov.....	1, 1876...	475	Sept. 1, 1879
Do.....3.....do.....2.....	Margaret F. Riley, act'g.....	315 C street s. w.....	Public Schools of Washington.....	May.....	1, 1880...	400	Sept. 1, 1880
Do.....4.....do.....2.....	Isabelle Haliday.....	321 12th street s. w.....	Washington Normal School.....	Oct.....	1, 1874...	500	Sept. 1, 1878
Do.....5.....do.....2.....	Hannah M. Tunnell.....	21 3d street n. e.....	do.....	Oct.....	1, 1874...	600	Sept. 1, 1877
Do.....6.....do.....2.....	Sarah C. Dulin.....	1209 N. J. avenue s. e.....	do.....	Sept.....	1, 1876...	600	Sept. 1, 1878
Do.....1.....do.....1.....	Mary E. Macartney.....	1497 Q street n. w.....	do.....	July.....	1, 1879...	400	Sept. 1, 1879
Do.....2.....do.....1.....	Mary C. Johnson.....	453 P street s. w.....	do.....	July.....	1, 1878...	425	Sept. 1, 1879
Do.....3.....do.....1.....	Caroline Ranney.....	422 3d street n. w.....	Public Schools of Washington.....	July.....	1, 1879...	400	Sept. 1, 1879
Do.....4.....do.....1.....	Mary E. Anderson.....	1307 Md. avenue s. w.....	Washington Normal School.....	July.....	1, 1877...	450	Sept. 1, 1879
Do.....5.....do.....1.....	Mrs. Sarah H. Allen.....	506 9th street n. w.....	Public Schools of Washington.....	Nov.....	1, 1870...	600	Sept. 1, 1877
Do.....6.....do.....1.....	Lida W. Custis.....	489 E street s. w.....	Washington Normal School.....	Oct.....	1, 1877...	600	Sept. 1, 1879
Total.....							\$23,350
Fifth Division.							
School No. 1, Grade No. 8.....	Laura A. Reed.....	936 I street n. w.....	Union Female Academy, Washington.	May.....	1, 1858...	\$1,000	Sept. 1, 1877
Do.....1.....do.....7.....	Dexter A. Smith.....	117 Wash'ton street, Georgetown.....	Public Schools and Academics, Illinois.	July.....	1, 1877...	900	Sept. 1, 1879
Do.....1.....do.....6.....	Mrs. Mary E. Turner.....	64 Frederick st., Gt'n.....	Georgetown Female Seminary.....	Sept.....	1, 1866...	800	Sept. 1, 1879
Do.....2.....do.....6.....	Mrs. Mary J. Bates.....	Cor. Bridge and Wash-ton streets, Gt'n.....	Steubenville, Ohio, and Pittsburg, Pa.	Sept.....	1, 1865...	750	Sept. 1, 1877
Do.....1.....do.....5.....	Florence P. Sullivan.....	216 1/2 High street, Gt'n.....	Pub. Schools and Wash'ton Bus. College.	Sept.....	1, 1866...	750	Sept. 1, 1879
Do.....2.....do.....5.....	Emma L. Godey.....	156 High street, Gt'n.....	Public Schools of Washington.....	Sept.....	1, 1869...	700	Sept. 1, 1878
Do.....3.....do.....5.....	Katie A. Wilson.....	1340 Q street n. w.....	Washington Normal School.....	Sept.....	1, 1875...	650	Sept. 1, 1879
Do.....4.....do.....5.....	Mandana J. Brown.....	54 Market street, Gt'n.....	do.....	Sept.....	1, 1876...	700	Sept. 1, 1879
Do.....1.....do.....4.....	Mary J. Good.....	126 Congress st., Gt'n.....	Wolfsboro' and New Hampton, N. H.....	Sept.....	1, 1872...	700	Sept. 1, 1879
Do.....2.....do.....4.....	Mary E. McKenny.....	41 2d street, Gt'n.....	Private Schools of Georgetown.....	Sept.....	1, 1873...	700	Sept. 1, 1879
Do.....3.....do.....4.....	Lillian P. Hart.....	817 2d street n. w.....	Washington Normal School.....	Oct.....	1, 1875...	600	Sept. 1, 1878
Do.....4.....do.....4.....	Alwilda M. Brooke.....	319 C street s. e.....	State Normal School, Millersville, Pa.....	Jan.....	1, 1880...	600	Jan. 1, 1880
Do.....1.....do.....3.....	Mrs. Emma J. Young.....	122 Beall street, Gt'n.....	Public Schools of Georgetown.....	Sept.....	1, 1873...	650	Sept. 1, 1878
Do.....2.....do.....3.....	Angelica T. Houghton.....	119 Wash'ton street, Georgetown.....	Alexandria, (Va.,) Female Seminary.....	Oct.....	1, 1876...	600	Sept. 1, 1878
Do.....3.....do.....3.....	Laura C. Strider.....	72 Prospect st., Gt'n.....	Public Schools of Georgetown.....	Sept.....	1, 1873...	650	Sept. 1, 1879
Do.....4.....do.....1 to 4.....	Kate Reyburn.....	Industrial Home.....	Private Schools of Wash'ton and W. Va.....	Jan.....	1, 1880...	550	Jan. 1, 1880
Do.....5.....do.....3.....	Lizzie L. Gray.....	2129 F street n. w.....	Washington Normal School.....	Sept.....	1, 1875...	600	Sept. 1, 1877
Do.....1.....do.....2.....	Emma R. Sawyer, act'g.....	1136 12th street n. w.....	Boston Normal School.....	Dec.....	1, 1877...	550	Sept. 1, 1878
Do.....2.....do.....2.....	Helen G. Watt.....	83 Prospect st., Gt'n.....	Public and Private Schools of Georgetown.....	Jan.....	1, 1880...	400	Jan. 1, 1880
Do.....3.....do.....2.....	Mary E. Kelley.....	2123 F street n. w.....	Washington Normal School.....	July.....	1, 1877...	600	Oct. 1, 1879
Do.....4.....do.....2.....		99 Bridge street, Gt'n.....	do.....	July.....	1, 1877...	550	Sept. 1, 1878

TABLE VI.—Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880—Continued.

SCHOOL.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
Fifth Division—Continued.						
Grade No. 1, School No. 1.....	Hadassah Beall.....	41 2d street, Gt'n.....	Washington Normal School.....	July 1, 1879...	\$400	Oct. 1, 1879
Do.....2.....do.....1.....	Ella A. Norton.....	195 High street, Gt'n.....	do.....do.....do.....	July 1, 1879...	400	Oct. 1, 1879
Do.....3.....do.....1.....	Emma K. Gore.....	921 N. H. avenue.....	do.....do.....do.....	July 1, 1879...	400	Oct. 1, 1879
Do.....4.....do.....1.....	Mabel R. Lewis.....	1519 12th street n. w.....	Public Schools of Washington and Kindergarten Normal Institute.....	Oct. 20, 1879...	500	April 1, 1880
			Total.....		\$15,700	
Sixth Division.						
WHITE SCHOOLS.						
School No. 1, Grade No. 1 to 7..	Clement A. Peck.....	Near Tennallytown.....	Loudon County, Virginia.....	Sept. 1, 1871...	\$800	Sept. 1, 1877
Do.....3.....do.....4 to 7..	John E. Chappell.....	Near Tennallytown.....	Waterford, Loudon County, Virginia..	Sept. 1, 1867...	850	Sept. 1, 1877
Do.....4.....do.....1 to 3..	Jane A. Brown.....	Howard avenue, Mt. Pleasant.....	Ingham University, Leroy, N. Y.....	Oct. 1, 1877...	650	Sept. 1, 1879
Do.....6.....do.....4 to 6..	Francis A. Springer.....	Brightwood.....	Wesleyan Univ'ty, Middleton, Conn....	Sept. 1, 1876...	750	Sept. 1, 1879
Do.....7.....do.....1 to 3..	Clara E. Steuart, act'g..	Columbia avenue, Mt. Pleasant.....	Private Schools of Washington.....	Jan. 1, 1880...	550	Jan. 1, 1880
Do.....9.....do.....5 to 8..	Mrs. Julia E. York.....	Near Mt. Pleasant.....	Barnstable, Mass.....	Sept. 1, 1871...	1,000	Sept. 1, 1878
Do.....10.....do.....3 & 4..	William C. Lipscomb.....	Park st., Mt. Pleasant.....	Private Schools of Georgetown.....	April 1, 1869...	750	Sept. 1, 1877
Do.....11.....do.....1 & 2..	Della M. Tingle.....	Spring st., Mt. Pleasant.....	Private Schools of Washington.....	Jan. 1, 1874...	600	Oct. 1, 1877
Do.....20.....do.....3 to 6..	Lizzie S. Nichols.....	Howard avenue, Mt. Pleasant.....	Washington Normal School.....	Sept. 1, 1876...	650	Feb. 1, 1880
Do.....21.....do.....1 & 2..	Adeline Walcott.....	Howard avenue, Mt. Pleasant.....	Royalton Academy, Vermont.....	Jan. 1, 1878...	600	Sept. 1, 1879
Do.....22.....do.....4 to 8..	Washington E. Nalley.....	Near Brightwood.....	Public Schools of Maryland.....	Sept. 1, 1876...	900	Sept. 1, 1879
Do.....23.....do.....1 to 3..	India A. Wineberger.....	7th street road.....	Lafayette Institute, Washington.....	Sept. 1, 1871...	650	Sept. 1, 1874
Do.....26.....do.....1 to 6..	Lucien H. Smith.....	1515 6th street n. w.....	Public Schools of Michigan.....	Sept. 1, 1867...	750	Sept. 1, 1877
Do.....27.....do.....1 to 7..	Mrs. Eliza A. Voorhees, temporary.....	Benning.....	Washington, D. C., and Buffalo, N. Y....	Sept. 1, 1866...	350	Sept. 1, 1877
Do.....30.....do.....1 to 7..	Sarah S. Smith.....	Forestville, Md.....	State Normal School, Millersville, Pa....	July 1, 1877...	800	Sept. 1, 1879
Do.....31.....do.....5 to 8..	Henry S. Petty.....	Washington street, Anacostia.....	Public and Private Schools of Washington.....	Sept. 1, 1872...	900	Sept. 1, 1878

Do.....32.....do.....4 & 5..	Agnes A. Fairley.....	Benning.....	Buell Hall, Washington.....	Nov. 1, 1874...	700	Sept. 1, 1878
Do.....33.....do.....3 & 4..	Mary B. Malone.....	Anacostia.....	Private Schools of Washington.....	Sept. 1, 1875...	600	Sept. 1, 1877
Do.....34.....do.....1 & 2..	Annie M. Briggs.....	638 G street s. e.....	Public Schools of Washington.....	Nov. 1, 1874...	600	Jan. 1, 1880
Do.....41.....do.....4 to 8..	Peter S. Lesh.....	1912 9th street n. w.....	State Normal School, Pennsylvania.....	Sept. 1, 1875...	850	Sept. 1, 1878
Do.....42.....do.....1 to 3..	Frances S. Fairley.....	Benning.....	Pub. Schools of Washington and Pri- vate Schools of N. H.....	July 1, 1877...	650	Sept. 1, 1879
Do.....45.....do.....1 to 4..	Cornelia Clum.....	Good Hope Hill.....	Public and Private S' hools, N. Y.....	Dec. 1, 1879...	500	Dec. 1, 1879
COLORED SCHOOLS.						
School No. 2, Grade No. 1 to 6..	Richard T. Moss.....	1704 17th street n. w.....	Howard Unlversity.....	Sept. 1, 1876...	800	Sept. 1, 1879
Do.....5.....do.....1 to 6..	Robert L. Mitchell.....	1710 17th street n. w.....	Oberlin and Howard Unlversities.....	Sept. 1, 1875...	800	Sept. 1, 1879
Do.....8.....do.....1 to 6..	Henry R. Otey.....	Brightwood.....	do.....	Sept. 1, 1876...	800	Sept. 1, 1879
Do.....12.....do.....1 & 2..	Alida L. Matthews.....	1902 16th street n. w.....	Public Schools of Washington.....	Sept. 1, 1878...	550	Sept. 1, 1879
Do.....13.....do.....1 to 5..	Bettie G. Cox.....	2228 11th street n. w.....	Public Schools of Washington and Howard Unlversity.....	July 1, 1877...	650	Sept. 1, 1878
Do.....14.....do.....5 to 8..	Charles N. Otey.....	2121 12th street n. w.....	Oberlin and Howard Unlversity.....	Sept. 1, 1873...	900	Sept. 1, 1877
Do.....15.....do.....3 & 4..	Alice D. Johnson.....	352 E street s. w.....	Howard Unlversity.....	Oct. 1, 1877...	600	Sept. 1, 1879
Do.....16.....do.....2 & 3..	Emma J. I. Smith.....	1910 L street n. w.....	Norwich, Connecticut.....	Feb. 16, 1880...	550	Feb. 16, 1880
Do.....17.....do.....1.....	Carrie A. Brown.....	1617 12th street n. w.....	Wayland Seminary.....	July 1, 1877...	600	Sept. 1, 1879
Do.....18.....do.....2.....	Richard L. Peters.....	1916 11th street n. w.....	Public Schools of Washington.....	Jan. 1, 1879...	550	Sept. 1, 1879
Do.....19.....do.....1.....	Mamie E. McKinney.....	1700 17th street n. w.....	do.....	Jan. 1, 1880...	500	Jan. 1, 1880
Do.....24.....do.....1 to 6..	John M. Shippen.....	Hillsdale.....	Howard Unlversity.....	Sept. 1, 1876...	750	Sept. 1, 1879
Do.....25.....do.....1 to 5..	James H. N. Waring.....	1930 12th street n. w.....	Oberlin, Ohio, and Pittsburg, Pa.....	July 1, 1879...	650	Sept. 1, 1879
Do.....28.....do.....4 to 7..	Joseph H. Voorhees.....	Benning.....	Lumberton, New Jersey.....	Nov. 1, 1806...	800	Sept. 1, 1877
Do.....29.....do.....1 to 3..	Florence J. Smith.....	1505 P street n. w.....	Boston Normal School.....	Jan. 1, 1880...	550	Jan. 1, 1880
Do.....35.....do.....5 to 8..	John C. Nalle.....	732 13th street s. e.....	Howard Unlversity.....	Sept. 1, 1873...	900	Feb. 15, 1879
Do.....36.....do.....4.....	Mrs. Sarah A. Shimm.....	1532 15th street n. w.....	Institute for Colored Youth, Philadel- phia, Pa.....	Sept. 1, 1871...	700	Oct. 1, 1878
Do.....37.....do.....3.....	Emma Patterson.....	Anacostia.....	Oberlin College.....	Nov. 1, 1871...	650	Sept. 1, 1874
Do.....38.....do.....2.....	Frances E. Hall.....	Hillsdale.....	Antioch Y. S., Ohio.....	Sept. 1, 1807...	600	Oct. 1, 1878
Do.....39.....do.....1.....	Mrs. Mary T. Benjamin.....	Hillsdale.....	M. Miner's Institute, Washington.....	Sept. 1, 1871...	600	Sept. 1, 1877
Do.....40.....do.....1.....	Emma V. Smith.....	1926 12th street n. w.....	Howard Unlversity.....	Jan. 1, 1880...	500	Jan. 1, 1880
Do.....43.....do.....3 to 6..	Lewis S. Evans.....	318 2d street s. e.....	do.....	Jan. 1, 1879...	700	Sept. 1, 1879
Do.....44.....do.....1 & 2..	Euretta B. Bozemon.....	Home for Destitute Colored Children, 8th street, beyond Boundary.....	Public Schools of Troy, N. Y.....	Oct. 1, 1876...	600	Sept. 1, 1879
Do.....46.....do.....1 & 2..	Julia M. Bartlett.....		New Hampton, New Hampshire.....	Feb. 1, 1880...	500	Feb. 1, 1880
Total.....					\$31,250	

SALARIES: Supervising Principals, \$9,900; Teachers in Normal School, \$4,000; Teachers in High Schools, \$4,000; Special Teachers, \$3,910; Teachers in First Division, \$35,250; Teachers in Second Division, \$47,100; Teachers in Third Division, \$31,000; Teachers in Fourth Division, \$23,350; Teachers in Fifth Division, \$15,700; Teachers in Sixth Division, \$31,250. Grand Total, \$204,060.

TABLE VII.—Statement of Receipts and Payments of the District of Columbia on account of Public Schools,
for the fiscal year ending June 30, 1880.

	RECEIPTS.		PAYMENTS.	
	Detail.	Total.	Detail.	Total.
WASHINGTON.				
RECEIPTS:				
From interest on Fund to Endow Public Schools.....	\$2,224 71			
From fines, Criminal Court, one-half.....	88 20	\$2,312 91		
From school apportionment, 1878-'79.....	\$1,327 55			
From school appropriation, 1879-'80.....	393,027 72	394,355 27		
PAYMENTS:				
For salaries of teachers and Superintendent.....			\$153,572 05	
For contingent expenses and salaries of officers.....			49,000 57	
For construction of Force School Building.....			19,636 67	
For construction of Peabody School Building.....			25,961 49	
For furniture.....			1,923 24	
For repairs of buildings.....			12,710 27	
For Colored schools' proportion.....				\$262,804 29
Total amounts.....				97,280 80
Balance unexpended.....				\$360,085 09
Aggregates.....				36,583 09
		396,668 18		\$396,668 18
GEORGETOWN.				
RECEIPTS:				
From fines, Criminal Court, one-fourth.....	\$44 10	\$44 10		
From school apportionment, 1878-'79.....	\$149 14			
From school appropriation, 1879-'80.....	32,074 52	32,223 66		
PAYMENTS:				
For salaries of teachers and Superintendent.....			\$18,454 59	
For contingent expenses and salaries of officers.....			3,293 16	
For furniture.....			512 20	
For repairs of buildings.....			2,489 81	
For Colored schools' proportion.....				\$24,749 76
Total amounts.....				6,786 15
				\$31,535 91

STATEMENT OF RECEIPTS AND PAYMENTS.

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Balance unexpended.....	731 85	731 85	
Aggregates.....		\$32,267 76	\$32,267 76
THE COUNTY.			
RECEIPTS:			
From fines, Criminal Court, one-fourth.....	\$44 10	\$44 10	
From school apportionment, 1878-'79.....	\$191 58		
From school appropriation, 1879-'80.....	47,785 64	47,977 22	\$34,813 96
PAYMENTS:			
For salaries of teachers and Superintendent.....			6,917 61
For contingent expenses and salaries of officers.....			504 20
For furniture.....			4,710 65
For repairs of buildings.....			
Balance unexpended.....			\$46,946 42
Aggregates.....		\$48,021 32	1,074 90
			\$48,021 32
SUMMARY.			
WASHINGTON:			
Total receipts for school purposes for the fiscal year ending June 30, 1880.....			\$396,668 18
Total payments for school purposes for the fiscal year ending June 30, 1880.....			
GEORGETOWN:			
Total receipts for school purposes for the fiscal year ending June 30, 1880.....			32,267 76
Total payments for school purposes for the fiscal year ending June 30, 1880.....			
THE COUNTY:			
Total receipts for school purposes for the fiscal year ending June 30, 1880.....			48,021 32
Total payments for school purposes for the fiscal year ending June 30, 1880.....			
Grand total.....			46,946 42
Balance unexpended.....			\$438,567 42
Aggregates.....			38,389 84
		\$476,957 26	\$476,957 26

Aggregates.....

NOTE.—Receipts from general taxes for the fiscal year ending June 30, 1880, have been as follows:	\$1,286,449 09
From Washington.....	83,445 87
From Georgetown.....	62,510 06
From The County.....	\$1,432,405 02

Total receipts from general taxes for the fiscal year ending June 30, 1880.....
 Percentage of general taxes expended for Public Schools in Washington, 28.0; in Georgetown, 37.8; in The County, 75.1.

TABLE VIII.—*School Population, Classified by Color and Sex.*

[Furnished by the Hon. Frances A. Walker, Superintendent of the Census.]

WASHINGTON.

AGES.	WHITE.		COLORED.		TOTAL.
	Males.	Females.	Males.	Females.	
6 years.....	1,039	1,240	544	593	3,416
7 years.....	1,154	1,110	523	593	3,380
8 years.....	1,051	1,113	522	538	3,224
9 years.....	1,015	1,057	459	481	3,012
10 years.....	1,106	1,123	484	518	3,231
11 years.....	1,005	1,024	363	412	2,804
12 years.....	1,089	1,149	468	563	3,269
13 years.....	1,013	1,049	384	460	2,906
14 years.....	1,005	998	389	453	2,845
15 years.....	847	962	364	459	2,632
16 years.....	854	1,008	282	450	2,594
17 years.....	785	923	267	440	2,415
From 6 to 17 years, inclusive ...	11,963	12,756	5,049	5,960	35,728
All ages.....	48,130	51,739	20,979	27,552	148,400

GEORGETOWN.

AGES.	WHITE.		COLORED.		TOTAL.
	Males.	Females.	Males.	Females.	
6 years.....	92	129	50	51	322
7 years.....	106	104	44	54	308
8 years.....	107	105	40	44	296
9 years.....	105	87	33	48	273
10 years.....	105	109	35	47	296
11 years.....	112	109	31	45	297
12 years.....	129	101	43	48	321
13 years.....	108	94	38	34	274
14 years.....	110	107	41	44	302
15 years.....	87	84	25	33	229
16 years.....	68	110	27	32	237
17 years.....	74	81	12	30	197
From 6 to 17 years, inclusive.....	1,203	1,220	419	510	3,352
All ages.....	4,211	4,608	1,636	2,123	12,578

TABLE VIII.—*School Population, Classified by Color and Sex—Continued.*

[Furnished by the Hon. Francis A. Walker, Superintendent of the Census.]

THE COUNTY.

AGES.	WHITE.		COLORED.		TOTAL.
	Males.	Females.	Males.	Females.	
6 years.....	100	113	108	101	422
7 years.....	110	120	96	107	433
8 years.....	114	100	104	102	420
9 years.....	108	91	84	113	396
10 years.....	108	121	108	89	426
11 years.....	96	81	74	75	326
12 years.....	131	91	108	85	415
13 years.....	125	94	69	73	361
14 years.....	115	72	82	73	342
15 years.....	119	87	79	60	345
16 years.....	93	85	67	55	300
17 years.....	107	89	59	37	292
From 6 to 17 years, inclusive.....	1,326	1,144	1,038	970	4,478
All ages.....	4,979	4,339	3,644	3,685	16,647

DISTRICT OF COLUMBIA.

AGES.	WHITE.		COLORED.		TOTAL.
	Males.	Females.	Males.	Females.	
6 years.....	1,231	1,482	702	745	4,160
7 years.....	1,370	1,334	663	754	4,121
8 years.....	1,272	1,318	666	684	3,940
9 years.....	1,228	1,235	576	642	3,681
10 years.....	1,319	1,353	627	654	3,953
11 years.....	1,213	1,214	468	532	3,427
12 years.....	1,349	1,341	619	696	4,005
13 years.....	1,246	1,237	491	567	3,541
14 years.....	1,230	1,177	512	570	3,489
15 years.....	1,053	1,133	468	552	3,206
16 years.....	1,015	1,203	376	537	3,131
17 years.....	966	1,093	338	507	2,904
From 6 to 17 years, inclusive.....	14,492	15,120	6,506	7,440	43,558
All ages.....	57,320	60,686	26,259	33,360	177,625

TABLE IX.—General Statistics, White Schools, Washington and Georgetown, included from 1875-'76.

	1872-'73.	1873-'74.	1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.
Entire white population.....	Census of 1870, { 81,844 of 1870, { 19,489	No census. 9,845	No census. 10,233	No census. 12,083	No census. 13,105	No census. 13,997	97,062	108,688
School population, (between 6 and 17 years of age, inclusive).	8,935	No census. 13,35	No census. 13,88	No census. 14,76	No census. 16,01	No census. 17,10	24,241	27,142
Whole number of pupils enrolled in the Public Schools.....	12,11	56,57	58,89	62,00	67,24	71,82	14,942	15,728
Per cent. of the entire population enrolled.....	51.03	7,835	8,254	0,831	10,805	11,627	15.4	14.4
Per cent. of the school population enrolled.....	6,890	94.2	94.5	95.1	94.9	95.3	61.6	57.9
Average number of pupils enrolled.....	93.0	135	152	178	194	216	12,325	13,133
Per cent. of attendance on average number enrolled.....	133	8	5	6	6	6	95.3	95.3
Number of regular teachers.....	141	143	157	184	200	222	235	253
Number of special teachers.....	52	58	54	55	56	54	5	6
Whole number of teachers.....	\$106,774 21	\$108,247 56	\$118,905 86	\$141,201 25	\$156,583 79	\$148,742 66	240	259
Average number of pupils enrolled for each regular teacher.	53,274 08	51,274 13	58,786 98	72,844 47	66,556 44	63,097 37	53	52
Amount paid for salaries of teachers and Superintendent.....	160,568 29	161,521 69	177,692 84	214,045 72	223,140 23	211,840 03	\$159,682 72	\$172,026 64
Contingent expenses.....	62,171 63	1,042 70	3,992 47	31,784 91	3,351 14	13,135 22	66,848 82	69,431 36
Total ordinary expenses.....	222,739 92	162,564 39	181,685 31	245,830 63	226,491 37	224,975 25	226,531 54	241,458 00
Amount paid for permanent improvements.....	757 26	756 97	757 36	767 40	770 41	659 06	2,988 71	45,501 99
Total expenditures for White schools.....	15 50	13 82	14 41	14 36	14 49	12 79	229,520 25	286,959 99
Average salary per teacher.....	7 80	6 80	7 12	7 41	6 16	5 43	642 63	643 15
Cost per pupil for tuition, (based on average enrolment).....	23 30	20 62	21 53	21 77	20 65	18 21	12 95	13 09
For incidental expenses.....	72,900,000 00	82,200,000 00	82,200,000 00	84,600,000 00	87,200,779 00	89,129,525 00	5 42	5 29
Total cost per pupil.....	.0033	.0033	.0037	.0021	.0021	.0021	18 37	18 38
Valuation of taxable property.....	.0137	.0167	.0262	.0129	.0129	.0129	81,060,955 00	81,377,253 00
Tax (per cent.) for schools.....	.017	.02	.03	.015	.015	.015	for school purposes.	
For other purposes.....	19.41	16.5	12.37	14.0	18.4	24.7	.015	.015
Total tax.....	\$659,477 00	\$660,877 00	\$670,502 00	\$826,052 00	\$826,652 00	\$835,802 00	25.6	28.6
Per cent. of total tax appropriated for schools.....	193,202 41	131,905 09	272,426 20	248,430 63	226,491 37	224,975 25	\$838,802 00	\$860,150 00
Valuation of school property.....	66,635 35	83,479 73	142,444 90	101,842 88	107,274 33	106,305 86	229,520 25	286,959 99
Amount actually paid out during { White schools.....	259,837 76	215,384 82	414,871 10	350,273 51	333,765 70	331,281 11	98,852 12	104,334 50
the year, including payment { Colored schools.....							328,372 37	391,294 49
of debts previously contracted. { Total payments.....								

TABLE X.—*Attendance in the Public Schools for Fifteen Years.*

[White Schools of Washington and Georgetown included from 1874-'75. High Schools and Normal School included.]

	1865-6.	1866-70.	1870-1.	1871-2.	1872-3.	1873-4.	1874-5.	1875-6.	1876-7.	1877-8.	1878-9.	1879-80.
No. of pupils at beginning of school-year.....	3,017	4,611	4,626	5,240	5,008	5,693	6,879	7,034	7,781	8,585	9,123	9,664
No. of admissions during the year.....	4,082	6,605	8,111	11,459	11,822	12,828	14,743	14,928	16,760	18,788	21,936	22,083
No. transferred during the year.....	1,172	2,958	3,355	4,139	4,420	5,098	5,886	6,099	6,987	7,712	8,011	8,943
No. withdrawn during the year.....	1,581	1,858	1,712	1,642	1,622	1,550	1,931	1,899	1,844	2,045	2,275	2,453
No. forfeited seats during the year.....	.....	846	1,145	4,499	3,942	4,409	5,553	4,775	5,734	7,086	9,444	8,799
No. dismissed during the year.....	373	152	310	297	173	235	160	144	154	109	91	62
No. at the close of the year.....	3,973	5,402	6,215	6,122	6,673	7,229	8,092	9,045	9,822	10,421	11,238	11,590
No. of re-entries during the year.....	227	457	879	3,668	3,427	3,566	4,527	3,782	4,551	5,739	8,211	7,217
No. received by transfer from other schools during the year.....	960	2,641	3,568	4,267	4,468	5,131	5,874	6,097	6,959	7,691	7,906	8,923
Whole No. on the rolls during the year.....	5,912	8,118	8,290	8,764	8,935	9,824	11,221	12,083	13,105	13,997	14,942	15,728
Average No. on the rolls during the year....	4,198	5,888	6,529	6,734	6,890	7,816	9,015	9,831	10,805	11,627	12,325	12,957
No. of regular teachers employed.....	74	117	123	130	133	134	168	178	194	216	235	240
Average No. of pupils on the roll of each teacher.....	56	50	53	52	52	58	54	55	56	54	53	54
Percentage of attendance.....	.....	92.1	93.7	92.5	93.0	94.2	94.5	95.1	94.9	95.3	95.3	95.3

TABLE XI.—*Tabular View of the Course of Study,*

Numbers denote pages; "T" denotes

STUDIES AND TEXT-BOOKS.	PRIMARY.		
	1ST GRADE. Age, 6 to 7.	2D GRADE. Age, 7 to 8.	3D GRADE. Age, 8 to 9.
Sound-Chart.....	T.	R.	
Reader, Primer or First, Phonetic.....	T.		
Do. Second, Phonetic.....	62.	T.	
Do. Third.....			T.
Do. Fourth.....			
Do. Intermediate.....			
Do. Fifth.....			
Do. Sixth.....			
Spelling-Book, New Primary.....		53	T.
Do. New Pronouncing.....			
Word Analysis.....			
Arithmetic—Lessons in Numbers.....		63	90
Do. Intellectual.....			
Do. Elementary.....			10. No. text-books used by pupils.
Do. Complete.....			
Algebra.....			
Penmanship.....	On Slate & Paper. Small letters, Roman numerals, Arabic figures, Pupil's name, short words, and simple sentences.	Copy-Book No. 1, using Tracing- Book No. 1 for preliminary prac- tice, with pencil. ON SLATE. Pupil's name, Arabic figures, capital letters.	Copy-Book No. 2, using Tracing- Book No. 2 for preliminary practice, with pen and ink. ON SLATE. Capital letters.
Geography, Map of Washington.....		T.	
Do. Globe, Maps of Hemispheres and United States.....			T.
Do. Map Drawing.....			Illustrating lati- tude, longitude, zones, and nat- ural divisions.
Do. Elementary.....			
Do. Complete Course.....			
Grammar—Lessons in English.....			Thr
Do. Language Lessons.....			
Do. Common School.....			
History of the United States.....			
Constitution of the United States.....			
Vocal Music.....	Charts, 1st Series, Nos. 1 to 6 inclusive.	Charts, 1st Series, Nos. 7 to 17 inclusive. First Reader, pp. 1 to 17 inclusive.	Charts, 1st Series Nos. 18 to 28 inclusive. First Reader, pp. 18 to 28 inclusive.
Drawing.....	On Slate and Blackboard. Exercises accord- ing to Prelimi- nary Scheme for Drawing in Primary Schools.	On Slate and Blackboard. Exercises in 3d Chapter of Manual.	Books Nos. 1 & 2.
The Child's Book of Nature, Part I—Plants.....		{ T. 1 hour each week. }	
Do. Part II—Animals.....			{ T. 1 hour each week. }
Do. Part III—Air, Water, Heat, &c.....			
Physiology, First Lessons in.....			
Physics, First Lessons in.....			
Do. Introductory course of Natural Philos- ophy.....			

Additional Studies in the Ninth and Tenth Grades; Astronomy, Book-keeping, Botany, English

showing the work, in Text-Books, allotted to each Year.

through; and "R" denotes review.

4TH GRADE. Age, 9 to 10.	GRAMMAR.				NINTH AND TENTH GRADES.
	5TH GRADE. Age, 10 to 11.	6TH GRADE. Age, 11 to 12.	7TH GRADE. Age, 12 to 13.	8TH GRADE. Age, 13 to 14.	
T.					
	T.				
		180	T.		
				T.	
68	110	144	162	T.	
				T.	
57	96	136	160	T. and R.	
94	150	194			
			241	T. and R.	
				129	T.
Copy-Book No. 3, using Tracing- Book No. 3 for preliminary practice.	Copy-Book No. 4, using Tracing-Book No. 4 for prelimi- nary practice.	Copy-Book No. 5.	Copy-Book No. 6.	Copy-Book No. 7.	IN BOYS' SCHOOL. Copy-Book No. 7. IN GIRLS' SCHOOL. Copy-Book No. 9.
ON SLATE. Capital letters.					
United States as a whole.	{ Grand Divisions as wholes. }	{ United States, States in groups. }	{ Grand Divisions in detail. }	R. Outline.	
93	T. and R. pp. 1 to 52.				
		79	T. and R.	R.	
ough.	72	132	T.		
				T.	R.
		113	T.	R. Outline.	
			Outline.	T.	
T. Charts, First Series. T. First Reader.	Charts, 2d Series, Nos. 1 to 20 inclu- sive. Intermediate Reader pp. 1 to 33 inclusive.	Charts, 2d Series, Nos. 21 to 30, inclu- sive. Intermediate Reader pp. 34 to 61 inclusive.	T. Charts, 2d Series, Intermediate Reader pp. 62 to 96 inclu- sive.	Charts, 3d Series. T. Intermediate Reader.	Charts, 3d Series. T. 5th Reader.
Books Nos. 3 & 4.	Book No. 5.	Book No. 6.	Book No. 7.	Book No. 8.	Books Nos. 9 & 10.
{ T. 1 hour each week. }					
	{ T. 1 hour each week. }			T.	
		{ 84. 1 hour each week. }	{ T. 1 hour each week. }		
					T.

Literature General History, Geometry, Physical Geography, Rhetoric, Surveying, Trigonometry.

TABLE XII.—Detailed Statement of Expenditures for the support of the Public Schools of the District of Columbia for the fiscal year ending June 30, 1880.

	White Schools of Washing- ton.	White Schools of George- town.	The County Schools.	Colored Schools of Washington and George- town.	Total.
Salaries of teachers and Superintendents.....	\$153,572 05	\$18,454 59	\$34,813 96	\$81,031 14	\$287,871 74
Salaries of janitors and sweeps.....	10,299 03	1,001 96	1,936 60	6,136 78	19,374 37
General supplies.....	7,200 50	823 40	1,454 98	2,514 57	11,993 45
Repairs.....	13,031 07	2,701 98	5,159 29	4,745 04	25,637 38
Heating apparatus.....	2,057 67	176 72	468 24	1,205 21	3,907 84
Fuel.....	4,066 99	648 76	743 69	2,131 60	7,591 04
Rent.....	23,447 97	400 00	1,403 33	4,048 00	29,299 30
Insurance.....	121 65	24 00	204 07	55 00	404 72
Printing.....	1,097 35	134 16	242 46	590 45	2,064 42
Permanent improvements, (sites, buildings and furniture).....	44,989 79	512 20	504 20	343 20	46,349 39
Miscellaneous expenses, including salaries of clerks.....	2,041 94	156 21	342 11	1,533 51	4,073 77
Total.....	\$261,926 01	\$25,033 98	\$47,272 93	\$104,334 50	\$438,567 42

TABLE XIII.—*Schools and Teachers, May 10, 1881.*

School No.	Grade No.	Sex.	Location.	Teachers.	Residences.	Years' experience.	Salary per annum.	Next increase.
Supervising Principals.			Franklin Building, cor. 13th and K sts. n. w.	Henry N. Copp.....	113 Md. ave. n. e.....	11	\$1,650	None.
			Seaton Building, 1 st., bet. 2d and 3d sts. n. w.	Nathaniel P. Gage.....	401 4th street n. w.....	16	1,650	None.
			Wallach B'd'g, Pa. av., bt. 7th and 8th sts. s. e.	Alexander T. Stuart.....	516 A street s. e.....	9	1,650	None.
			Jefferson Building, cor. 6th and D sts. s. w.	John E. Thompson.....	1201 5th street n. w.....	31	1,650	None.
Normal School.			Curtis Building, 2d st., bet. High and Market sts., Georgetown.....	Bernard T. Janney.....	126 Congress st., Geo't'n. Brightwood.....	11	1,650	None.
			Soldiers' Home.....	Joseph R. Keene.....		30	1,650	None.
High Schools.			Franklin Building.....	Lucilla E. Smith.....	1724 N. J. avenue n. w.....		1,350	None.
			Franklin Building.....	Nelle F. Pumphrey, assist.	456 N street s. w.....		700	Sept. 1, 1881
			Franklin Building.....	Edward A. Paul, Principal.	804 10th street n. w.....		1,300	None.
		Boys	Franklin Building.....	Frank Angell, assistant.....	1423 S street n. w.....		850	Sept. 1, 1881
			Franklin Building.....	William C. Ewing, assist.	1340 Mass. ave. n. w.....		800	Sept. 1, 1881
			Franklin Building.....	Georgia Lane.....	32 Grant Place.....		1,200	None.
Music.			Seaton Building.....	Mary A. Scott, assist.....	1228 11th street n. w.....		850	None.
			Seaton Building.....	Flora M. Crane, assist.....	1210 Mass. ave. n. w.....		800	Sept. 1, 1881
		Girls	Seaton Building.....	Lydia M. Dame, assist.....	933 K street n. w.....		750	Sept. 1, 1881
				Joseph H. Daniel, director.	715 5th street n. w.....		960	None.
				Mrs. Annie J. King, assist.	642 R. I. ave. n. w.....		600	None.
				Mrs. Laura L. Davidson, assistant.	410 11th street n. w.....		600	None.
Drawing.				Alice E. Johnson, assist.....	935 L street n. w.....		500	None.
				Mrs. Susan E. Fuller, director.	1318 I street n. w.....		700	None.
				Annie M. Wilson, assistant.	1108 Md. ave. s. w.....		650	None.
FIRST DIVISION.								
1.....	8	Boys...	Franklin Building.....	William D. Parkinson, act'g	1422 N street n. w.....	0	1,000	None.
2.....	8	Girls..	Franklin Building.....	Lille B. Holbrook.....	Kendall Green.....	10	1,000	None.
3.....	8	Boys...	Force Building, Mass. ave., bet. 17th and 18th streets n. w.....	Mary C. Kelly, assistant.....	1110 F street n. w.....	10	650	None.
				Maurice P. White.....	615 E street n. w.....	5	1,000	None.

TABLE XIII.—*Schools and Teachers, May 10, 1881.*—Continued.

School No.	Grade No.	Sex.	Location.	Teachers.	Residences.	Years' experience.	Salary per annum.	Next increase.
4.....	8	Girls..	Force Bldg.	Kate E. Rawlings, acting..	1211 L street n. w.....	9	900	Sept. 1, 1881
1.....	7	Boys..	Franklin Building.	Charles A. Caldwell.....	32 Grant Place.....	5	800	Sept. 1, 1881
2.....	7	Girls..	Franklin Building.	Helene I. Schimm diennig..	11 4th street s. e.....	5	800	Sept. 1, 1881
3.....	7	Boys..	Force Building.	M. Alice Groff.....	1337 Q street n. w.....	14	850	None.
4.....	7	Girls..	Franklin Building.	Mary C. McGill.....	907 O street n. w.....	11	800	Sept. 1, 1882
5.....	6 & 7	Girls..	19th street, bet. G and H streets n. w.	Mrs. Mary E. R. Nevitt.....	330 Missouri ave. n. w....	21	850	None.
6.....	6	Boys..	Franklin Building.	Adelaide H. Fuller.....	76 Md. avenue s. w.....	13	750	Sept. 1, 1881
7.....	6	Girls..	Franklin Building.	Mary Buckley.....	2 1st street n. w.....	2	700	Sept. 1, 1881
8.....	6	Boys..	Force Building.	M. Ella Morgan.....	1012 12th street n. w.....	9	800	None.
9.....	6	Girls..	Franklin Building.	Mary S. Shields.....	827 14th street n. w.....	9	700	Sept. 1, 1881
10.....	6	B. & G..	Force Building.	Florence M. Bartlett.....	1125 13th street n. w.....	3	750	Sept. 1, 1882
11.....	5	Boys..	Franklin Building.	Mary W. Burchard.....	1012 12th street n. w.....	5	750	None.
2.....	5	Girls..	Franklin Building.	Nellie E. L. McLean.....	1125 12th street n. w.....	3	650	None.
3.....	5	Boys..	Force Building.	Margaret C. O. Lazenby.....	204 G street n. w.....	4	650	Sept. 1, 1881
4.....	5	Girls..	Corner 14th and N streets n. w.	Charlotte L. Garrison.....	1441 S street n. w.....	3	650	Sept. 1, 1881
5.....	5	Boys..	Force Building.	Sarah F. Sparks.....	2110 Pa. ave. n. w.....	4	700	Sept. 1, 1881
6.....	5	Girls..	I street, bet. 18th and 19th streets n. w.	Frances N. Hepburn.....	806 F street s. w.....	3	650	Sept. 1, 1881
7.....	5	B. & G..	Force Building.	Thurselda C. Roeser.....	2313 M street n. w.....	4	650	Sept. 1, 1881
8.....	5	Girls..	19th street, bet. G and H streets n. w.	Alice E. Speake.....	1217 G street n. w.....	2	650	Sept. 1, 1881
9.....	5	Boys..	22d and I streets n. w.	Eva I McKeon.....	1428 M street n. w.....	2	650	Sept. 1, 1881
1.....	4	Boys..	Thomson Building.	Mrs. Mary I Sampson.....	911 O street n. w.....	11	700	None.
2.....	4	Girls..	Thomson Building.	Theresa A. McGill.....	907 O street n. w.....	5	650	Sept. 1, 1882
3.....	4	Boys..	Thomson Building.	Susie G. Hickey.....	1217 O street n. w.....	11	700	None.
4.....	4	Girls..	Force Building.	B. L. Pattison.....	471 C street n. w.....	10	700	None.
5.....	4	Boys..	Force Building.	Flora B. Wiggin.....	1811 13th street n. w.....	2	600	Sept. 1, 1881
6.....	4	Girls..	22d and I streets n. w.	Effie Rodier.....	930 I street n. w.....	8	650	Sept. 1, 1881
7.....	4	Boys..	19th street, bet. G and H streets n. w.	Mrs. Maria E. Rodier.....	319 22d street n. w.....	6	700	None.
8.....	4	B. & G..	G street, bet. 17th and 18th streets n. w.	Julia E. L. Moore.....	2143 K street n. w.....	31	700	None.
9.....	4	Girls..	I street bet. 18th and 19th streets n. w.	Clara A. Hollingsworth.....	147 Wash'gton st., G't'n.	8	700	None.
10.....	4	Boys..	Thomson Building.	Carrie P. Church, acting..	2117 G street n. w.....	11	700	None.
1.....	3	Girls..	Franklin Building.	Emily E. York.....	1609 19th street n. w.....	4	550	Sept. 1, 1881
2.....	3	B. & G..	Thomson Building.	Sarah V. A. Shields.....	Near Mount Pleasant...	1	550	Sept. 1, 1881
3.....	3	Girls..	Thomson Building.	Emma L. Duvall.....	827 14th street n. w.....	2	550	Sept. 1, 1881
4.....	3	Girls..	Cor. 14th and N streets n. w.		909 16th street n. w.....	2	550	None.

5.....	Boys...	Force Building.....	Louise Connolly.....	1425 8th street n. w.....	1	550	Sept. 1, 1881
6.....	B. & G.	Force Building.....	Cora Stutzman.....	1525 10th street n. w.....	5	600	Sept. 1, 1882
7.....	Boys...	G street, bet. 17th and 18th streets n. w.....	Mrs. F. A. Pearce.....	422 6th street n. e.....	2	600	Sept. 1, 1881
8.....	B. & G.	Cor. 22d and I streets n. w.....	Louisa M. Bishop.....	1733 8th street n. w.....	9	650	None.
9.....	Boys...	Cor. 19th and H streets n. w.....	Fanny L. Reeves.....	730 22d street n. w.....	1	550	Sept. 1, 1881
10.....	Girls...	Cor. 22d and I streets n. w.....	Euphemia Macfarlane.....	920 16th street n. w.....	10	650	None.
1.....	Boys...	Franklin Building.....	Sarah F. Bartlett.....	1125 13th street n. w.....	5	500	None.
2.....	B. & G.	Franklin Building.....	Helen D. Robinson.....	216 G street n. w.....	0	400	Sept. 1, 1881
3.....	Boys...	M street, bet. 10th and 11th streets n. w.....	Mary E. Chase.....	1125 11th street n. w.....	0	500	Sept. 1, 1881
4.....	Girls...	Berret Building, cor. 14th and Q sts. n. w.....	Mary L. McCartney.....	1437 Q street n. w.....	1	425	Sept. 1, 1881
5.....	Boys...	Berret Building.....	Lizzie V. Clayton.....	1732 Vermont ave. n. w.....	0	400	Sept. 1, 1881
6.....	B. & G.	Cor. 20th and R streets n. w.....	Mrs. Letitia B. Galvin.....	1510 13th street n. w.....	7	500	None.
7 & 8.....	Girls...	Cor. 22d and I streets n. w.....	Annie M. Dutton.....	1533 P street n. w.....	7	600	None.
9.....	Boys...	Cor. 22d and I streets n. w.....	Sarah J. Oliphant.....	817 14th street n. w.....	8	600	None.
10.....	B. & G.	14th street, bet. Ohio ave. and D street n. w.....	Janet McWilliam.....	2149 Pa. ave. n. w.....	0	500	Sept. 1, 1881
1.....	B. & G.	{ Franklin Building, (Training School).....					
2.....	B. & G.	Berret Building.....	Clara M. Blohl.....	1608 Market street n. w.....	0	400	Sept. 1, 1881
3.....	Boys...	Berret Building.....	Annie J. Lewis.....	725 11th street n. w.....	1	425	Sept. 1, 1881
4.....	Girls...	Cor. 20th and R streets n. w.....	Lily F. Spackman.....	1634 16th street n. w.....	0	400	Sept. 1, 1881
5.....	B. & G.	Cor. 22d and I streets n. w.....	Cora A. Robertson.....	818 O street n. w.....	3	550	None.
6.....	Girls...	Cor. 19th and H streets n. w.....	Grace Cauldwell.....	1427 Q street n. w.....	1	425	Sept. 1, 1881
7.....	Boys...	Cor. 22d and I streets n. w.....	Irene L. Snyder.....	956 24th street n. w.....	4	500	None.
8.....	Girls...	Cor. 22d and I streets n. w.....	Jennie L. Bickford.....	1834 15th street n. w.....	0	400	Sept. 1, 1881
9.....	Boys...	Cor. 19th and H streets n. w.....					
SECOND DIVISION.							
1.....	Boys...	Abbot Building, cor. N. Y. av. and 6th st. n. w.....	S. John Thomson.....	17 5th street n. w.....	29	1,000	None.
2.....	Girls...	Seaton Build'g, 1 st., bet. 2d and 3d sts. n. w.....	Mary E. Rowe.....	227 E street n. w.....	15	1,000	None.
3.....	Boys...	Corner 2d and N streets n. w.....	Sarah E. Saunders.....	1515 9th street n. w.....	0	250	None.
4.....	Girls...	G street, between 4th and 5th streets n. w.....	John M. Fox.....	425 M street n. w.....	2	1,000	None.
1.....	Boys...	Abbot Building.....	Metella King.....	Irving st., n'r How. Un'y	11	1,000	None.
2.....	Girls...	Seaton Building.....	Ella S. Cooke, sub-assist.....	126 E street n. w.....	1	250	None.
3.....	Boys...	Abbot Building.....	Julia A. Brown.....	1131 5th street n. w.....	24	850	None.
4.....	Girls...	Seaton Building.....	Emily V. Billing.....	611 K street n. w.....	30	850	None.
5.....	Girls...	Seaton Building.....	Kate T. Brown.....	635 I street n. w.....	10	850	None.
1.....	Boys...	Abbot Building.....	Clara C. Baker.....	1131 5th street n. w.....	13	850	None.
2.....	Girls...	Seaton Building.....	Lillian C. Camp.....	Cor. 4 1/2 and College sts., University Hill.....	10	800	Sept. 1, 1881
3.....	Boys...	Seaton Building.....	M. Adele Taft.....	1125 4th street n. w.....	15	800	None.
4.....	Girls...	Seaton Building.....	Emily Robinson.....	427 I street n. w.....	20	750	Sept. 1, 1881
5.....	Boys...	Seaton Building.....	Sallie S. Childs.....	945 H street n. w.....	5	800	None.
6.....	Girls...	Seaton Building.....	Alice L. Kern.....	452 M street n. w.....	12	800	None.
7.....	Boys...	Cor. 2d and N streets n. w.....	Flora L. Hendley.....	639 Md. avenue s w.....	4	750	Sept. 1, 1881

TABLE XIII.—*Schools and Teachers, May 10, 1881.*—Continued.

School No.	Grade No.	Sex.	Location.	Teachers.	Residences.	Years' experience.	Salary per annum.	Next increase.
6.....	6	Girls...	Seaton Building.....	Susie C. Collins.....	477 I street n. w.....	10	750	Sept. 1, 1881
7.....	6	Boys...	Cor. 2d and N streets n. w.....	Julia I. Murray.....	716 11th street n. w.....	5	700	Sept. 1, 1881
8.....	6	Girls...	Cor. 2d and N streets n. w.....	Mary H. Merrill.....	1330 11th street n. w.....	5	700	Sept. 1, 1881
9.....	6	Boys...	Cor. 2d and N streets n. w.....	Mary R. Evans.....	64 I street n. e.....	6	700	Sept. 1, 1881
1.....	5	Boys...	Abbot Building.....	Emma L. Bond.....	813 1st street n. w.....	7	750	None.
2.....	5	Girls...	Seaton Building.....	Emmeline C. Waightman.....	Near Mount Pleasant.....	6	700	Sept. 1, 1881
3.....	5	Boys...	Abbot Building.....	Mary E. Noyes.....	1131 5th street n. w.....	7	650	Sept. 1, 1881
4.....	5	Girls...	I street bet. 2d and 3d streets n. w.....	Clara M. Woodard.....	1012 12th street n. w.....	5	750	None.
5.....	5	Boys...	Cor. 2d and N streets n. w.....	Virginia R. Gittings.....	416 M street n. w.....	9	750	None.
6.....	5	Girls...	I street, bet. 2d and 3d streets n. w.....	Ellen C. Dyer.....	901 New Jersey ave. s. e.....	4	750	None.
7.....	5	Boys...	Cor. 2d and N streets n. w.....	Amanda M. East.....	440 O street n. w.....	11	700	Sept. 1, 1881
8.....	5	Girls...	Cor. 2d and N streets n. w.....	Olivia Hamby.....	1428 11th street n. w.....	5	750	None.
9.....	5	Boys...	Miller B'd'g, H st., bet. 6th and 7th sts. n. w.....	Charles H. Ourand.....	405 I street n. w.....	3	8.00	None.
10.....	5	Girls...	Cor. 2d and N streets n. w.....	Dora Rogers.....	1014 12th street n. w.....	5	650	Sept. 1, 1881
11.....	5	Girls...	Cor. 10th and G streets n. w.....	Frances Hooper.....	Cor. 4½ and Trumbull sts., University Hill.....	2	700	Sept. 1, 1881
1.....	4	Boys...	Abbot Building.....	Eliza Caton.....	782 5th street n. w.....	13	700	None.
2.....	4	Girls...	H street, bet. 2d and 3d streets n. w.....	Mary C. Garst.....	411 3d street n. w.....	5	700	None.
3.....	4	Boys...	Abbot Building.....	Elizabeth A. Corcoran.....	341 D street s. w.....	6	650	Sept. 1, 1882
4.....	4	Girls...	I street, bet. 2d and 3d streets n. w.....	Catharine F. Johnson.....	935 L street n. w.....	4	650	Sept. 1, 1881
5.....	4	B. & G.	Cor. 2d and N streets n. w.....	Marion J. Malone.....	Anacostia.....	9	650	Sept. 1, 1881
6.....	4	Girls...	O street, bet. 4th and 5th streets n. w.....	Mrs. Marie L. Walker.....	1247 6th street n. w.....	17	700	None.
7.....	4	Boys...	Cor. 2d and N streets n. w.....	Emma K. Scott.....	1228 11th street n. w.....	2	600	Sept. 1, 1881
8.....	4	Girls...	Cor. 10th and G streets n. w.....	Lizzie L. Prather.....	421 P street n. w.....	8	700	None.
9.....	4	Boys...	Cor. 9th and S streets n. w.....	Mrs. Emma F. Quinlan.....	613 Mass. ave. n. w.....	12	650	Sept. 1, 1881
10.....	4	Girls...	F street, bet. 6th and 7th streets n. w.....	H. Jennie Free.....	715 I street n. w.....	14	700	None.
11.....	4	Boys...	Cor. 5th and I streets n. w.....	Susie B. Brown.....	635 I street n. w.....	4	600	Sept. 1, 1881
12.....	4	B. & G.	H street, bet. 3d and 4th streets n. e.....	Mary E. Bond.....	813 1st street n. w.....	3	600	Sept. 1, 1881
1.....	3	Boys...	H street, bet. 2d and 3d streets n. w.....	Annie A. Chesney.....	614 Q street n. w.....	2	600	Sept. 1, 1881
2.....	3	B. & G.	H street, bet. 2d and 3d streets n. w.....	Florence M. Ball.....	233 G street n. w.....	3	650	None.
3.....	3	Boys...	Cor. 2d and N streets n. w.....	Isabella V. Helmsen.....	806 2d street n. w.....	5	650	None.
4.....	3	Girls...	I street, bet. 2d and 3d streets n. w.....	Isabella M. Carroll.....	13 4th street s. e.....	3	600	Sept. 1, 1881
5.....	3	Boys...	Cor. 9th and S streets n. w.....	Kate A. Hardy.....	1117 G street n. w.....	4	600	Sept. 1, 1881
6.....	3	Girls...	O street, bet. 4th and 5th streets n. w.....	Clara J. Lesh.....	1912 9th street n. w.....	7	650	None.

7.....	Boys...	N street, bet. 6th and 7th streets n. w.....	Margaret E. Mitchell.....	465 H street n. w.....	3	550	Sept. 1, 1881
8.....	Girls...	6th street, bet. L and M streets n. w.....	Mary Hinman.....	1210 Mass. ave. n. w.....	4	600	Sept. 1, 1881
9.....	Boys...	Miller Building.....	Anna L. Sargent.....	930 I street n. w.....	6	550	Sept. 1, 1881
10.....	Girls...	F street, bet. 6th and 7th streets n. w.....	Inez M. Goodrich.....	28 Myrtle street n. e.....	8	650	None.
11.....	B. & G.	H street, bet. 3d and 4th streets n. e.....	Agnes I. Rounds, acting..	1114 10th street n. w.....	0	550	Sept. 1, 1881
12.....	Girls...	G street, bet. 4th and 5th streets n. w.....	Sarah E. White.....	403 G street n. w.....	2	600	Sept. 1, 1881
1.....	Boys...	H street, bet. 2d and 3d streets n. w.....	Lisetta M. Gasch.....	901 7th street n. w.....	1	425	Sept. 1, 1881
2.....	Girls...	I street, bet. 2d and 3d streets n. w.....	Virginia Boss.....	407 New York ave. n. w.....	12	600	None.
3 & 5.....	Boys...	5th street, bet. M and N streets n. w.....	Mary K. Stewart.....	32 I street n. e.....	1	550	Sept. 1, 1881
4.....	Girls...	O street, bet. 2d and 3d streets n. w.....	Frances B. Fairchild.....	1425 8th street n. w.....	1	425	Sept. 1, 1881
6.....	Girls...	O street, bet. 4th and 5th streets n. w.....	Emily A. Farmer.....	702 5th street n. w.....	8	550	Sept. 1, 1881
7.....	Boys...	Cor. 9th and S streets n. w.....	Susie E. Porter.....	808 K street n. w.....	7	600	None.
8.....	Girls...	P street, bet. 9th and Columbia streets n. w.....	Emma L. Wilson.....	1211 5th street n. w.....	14	600	None.
9.....	Boys...	Miller Building.....	M. Frances Harmon.....	Howard ave., Mt. Pl's nt	1	550	Sept. 1, 1881
10.....	Girls...	F street, bet. 6th and 7th streets n. w.....	Sallie Dalton.....	1133 12th street n. w.....	10	600	None.
11.....	Boys...	Cor. 8th and I streets n. e.....	Florence M. Collins.....	105 D street n. w.....	0	400	Sept. 1, 1881
12.....	Girls...	Cor. 8th and I streets n. e.....	Grace S. Silvers.....	1024 9th street n. w.....	0	400	Sept. 1, 1881
1.....	Boys...	Cor. New Jersey ave. and E streets n. w.....	Sallie C. Murray.....	716 11th street n. w.....	0	500	Sept. 1, 1881
2.....	B. & G.	I street, bet. 2d and 3d streets n. w.....	M. Gertrude Cowling.....	1814 11th street n. w.....	1	550	Sept. 1, 1881
3.....	Boys...	5th street, bet. M and N streets n. w.....	S. Estelle Wheelock.....	461 P street n. w.....	2	600	None.
4.....	Girls...	O street, bet. 4th and 5th streets n. w.....	Agnes E. Brown.....	Park st., Mt. Pleasant..	2	450	Sept. 1, 1881
5.....	Boys...	Cor. 9th and S streets n. w.....	Harriet J. Drury.....	1304 9th street n. w.....	2	600	None.
6.....	Girls...	P street, bet. 9th and Columbia streets n. w.....	Kate d' A. Malone.....	Anacostia.....	1	425	Sept. 1, 1881
7.....	Boys...	Miller Building.....	Lizzie F. Brown.....	635 I street n. w.....	0	400	Sept. 1, 1881
8.....	Girls...	6th street, bet. L and M streets n. w.....	Louisa S. Weighman.....	Mount Pleasant.....	12	600	None.
9.....	Boys...	Cor. 8th and I streets n. e.....	Helen A. Duffy.....	100 G street n. w.....	0	400	Sept. 1, 1881
10.....	Girls...	F street, bet. 6th and 7th streets n. w.....	Linda Schmitt.....	101 F street n. w.....	3	475	Sept. 1, 1881
THIRD DIVISION.							
1.....	Boys...	Wallach Building, Pa. av., bet. 7th & 8th sts. s. e.	John J. Chickering.....	Kendall Green.....	1	1,000	None.
2.....	Girls...	Peabody Building, cor. 5th and C sts. n. e.	(Mrs. Elizabeth A. Hilton. Amanda L. Grant, sub-as't	405 East Capitol street..	28	1,000	None.
3.....	Girls...	Wallach Building.....	Rachel J. Day.....	228 A street s. e.....	2	250	None.
1.....	Boys...	Wallach Building.....	Victoria L. Nourse.....	1012 12th street n. w.....	9	900	Sept. 1, 1881
2.....	Girls...	Peabody Building.....	Lucy B. Davis.....	1011 E street s. e.....	18	850	None.
3.....	Boys...	Wallach Building.....	Mary A. Aukward.....	945 K street n. w.....	20	850	None.
1.....	Boys...	Wallach Building.....	Mary G. Kelly.....	29 H street n. w.....	11	800	Sept. 1, 1881
2.....	Girls...	Wallach Building.....	Hannah P. Johnson.....	715 East Capitol street..	18	800	None.
3.....	Boys...	Wallach Building.....	Mary Morgan.....	11 Grant Place.....	16	800	None.
4.....	Girls...	Peabody Building.....	Mary L. Packard.....	204 9th street s. e.....	10	800	None.
5.....	Boys...	Peabody Building.....	Mary E. Bohrer.....	645 Penna. ave. s. e.....	13	750	Sept. 1, 1881
6.....	Girls...	Peabody Building.....	Nellie M. Mack.....	1020 G street s. e.....	3	730	Sept. 1, 1881
1.....	Boys...	Wallach Building.....	Symphronia M. Lusby.....	624 A street s. e.....	5	700	Sept. 1, 1881
2.....	Girls...	Wallach Building.....	Lillie F. Thomas.....	611 G street s. e.....	15	750	None.
3.....	Boys...	Peabody Building.....	Ida A. Lord.....	1606 14th street n. w.....	14	750	None.
				405 East Capitol street..	6	750	None.

TABLE XIII.—*Schools and Teachers, May 10, 1881.—Continued.*

School No.	Grade No.	Sex.	Location.	Teachers.	Residences.	Years' experience.	Salary per annum.	Next increase.
4.....	5	Girls..	Peabody Building.....	Ella G. Kelly.....	217 B street n. w.....	9	700	Sept. 1, 1881
5.....	5	B. & G..	Cor. 5th street and Virginia ave. s. e.....	Martha W. Garges.....	204 7th street s. e.....	3	700	Sept. 1, 1881
6.....	5	B. & G..	Cor. 5th street and Virginia ave. s. e.....	Mary R. Cunningham.....	512 6th street s. e.....	2	650	Sept. 1, 1881
7.....	5	Girls..	Wallach Building.....	Emma J. Young.....	220 2d street s. e.....	4	750	None.
8.....	5	B. & G..	Wallach Building.....	Annie Beers.....	619 B street s. e.....	4	650	Sept. 1, 1881
9.....	5	Boys...	8th street, bet. D and E streets s. e.....	Myra E. Love.....	505 B street s. e.....	5	700	Sept. 1, 1882
1.....	4	Boys...	Peabody Building.....	Susie K. Woodward.....	126 C street s. e.....	3	600	Sept. 1, 1881
2.....	4	Girls..	Peabody Building.....	M. Emma Little.....	426 8th street s. e.....	4	650	Sept. 1, 1882
3.....	4	B. & G..	Cranch Building, cor. 12th and G streets s. e.....	Catharine A. Dulin.....	1112 4th street s. e.....	15	700	None.
4.....	4	Boys...	Cranch Building.....	Florence Hinton.....	750 7th street s. e.....	5	700	None.
5.....	4	B. & G..	McCormick B'g, 3d st., bet. M and N sts. s. e.....	Cecilia Doughly.....	1500 Pa. ave. s. e.....	2	600	Sept. 1, 1881
6.....	4	B. & G..	E street, bet. 5th and 6th streets s. e.....	Mary E. Armistead.....	1245 G street s. e.....	15	700	None.
7.....	4	Girls..	1st street, bet. C and D streets s. e.....	Mary M. Dyer.....	901 N. J. ave. s. e.....	3	630	None.
8.....	4	Boys...	8th street, bet. D and E streets s. e.....	Barbra L. Woodward.....	126 C street s. e.....	2	630	Sept. 1, 1881
1.....	3	Boys...	B street, bet. 3d and 4th streets s. e.....	Isabella S. Wheeler.....	111 3d street n. e.....	1	550	Sept. 1, 1881
2.....	3	B. & G..	Peabody Building.....	M. Alice McNantz.....	129 6th street n. e.....	1	550	Sept. 1, 1881
3.....	3	B. & G..	Cranch Building.....	Maggie E. Forbes.....	115 Pa. ave. n. w.....	7	650	None.
4.....	3	B. & G..	Cranch Building.....	Martha J. McCutchen.....	723 13th street s. e.....	10	650	None.
5.....	3	Boys...	Anacostia B'g, 9th st., bet. K and Va. av. s. e.....	Martha E. Armistead.....	1343 K street s. e.....	10	650	None.
6.....	3	Girls..	Cor. 3d and A streets s. e.....	Mary A. Mirick.....	25 5th street s. e.....	35	650	None.
7.....	3	B. & G..	McCormick Building.....	Sarah E. Meredith.....	117 M street s. e.....	6	600	Sept. 1, 1881
1.....	2	B. & G..	Peabody Building.....	Mary A. Dodge.....	317 D street s. e.....	10	600	None.
2.....	2	Girls..	Cranch Building.....	Mary E. Kealey.....	617 G street s. e.....	7	600	None.
3.....	2	Boys...	Anacostia Building.....	Maria M. Bryerton.....	229 10th street s. e.....	2	450	Sept. 1, 1881
4.....	2	Girls..	Cor. 7th and G streets s. e.....	Mrs. Maria V. McCathran.....	702 G street s. e.....	13	600	None.
5.....	2	B. & G..	McCormick Building.....	Sarah J. Kealey.....	617 G street s. e.....	8	600	None.
6.....	2	B. & G..	Cor. 3d and A streets s. e.....	Lavinia H. Hauke.....	626 A street s. e.....	2	450	Sept. 1, 1881
7.....	1 & 2	B. & G..	North Capitol street, bet. B and C streets	Emma J. Woodward.....	606 A street n. e.....	8	600	None.
8.....	2	Girls..	Peabody Building.....	Flora Freyhold.....	236 1st street s. e.....	0	400	Sept. 1, 1881
1 & 7.....	1	B. & G..	Peabody Building.....	Isa Walker.....	1023 N. J. ave. s. e.....	1	550	None.
2.....	1	B. & G..	Cranch Building.....	Sallie F. Tindle.....	403 8th street s. e.....	1	425	Sept. 1, 1881
3.....	1	B. & G..	Cranch Building.....	Ada O. Ober.....	218 2d street n. e.....	2	400	Sept. 1, 1881
4.....	1	Girls..	Cor. 7th and G streets s. e.....	Fanny B. Bailey.....	312 1st street s. e.....	0	400	Sept. 1, 1881
5.....	1	B. & G..	McCormick Building.....	Alice P. Stromberger.....	312 2d street s. e.....	1	425	Sept. 1, 1881

6.....	1	B. & G.	Cor. 3d and A streets s. e.....	Mary Sanderson.....	517 East Capitol street..	10	500	None.
8.....	1	B. & G.	Cranch Building.....	Mary Stockett.....	500 B street s. e.....	0	400	Sept. 1, 1881
FOURTH DIVISION.								
1.....	8	Boys...	Jefferson Building, cor. 6th and D sts. s. w. {	Isaac Fairbrother, assist..	209 13th street s. w.....	9	1,000	None.
2.....	8	Girls...	Jefferson Building.....	Mrs. Mary E. Marlin.....	700 6th street s. w.....	22	1,000	None.
1.....	7	Boys...	Jefferson Building.....	Nona G. Thomas, sub-ass't.	945 G street s. w.....	0	250	None.
1.....	7	Girls...	Jefferson Building.....	Elizabeth J. Riley.....	345 C street s. w.....	11	800	Sept. 1, 1881
2.....	6	Boys...	Jefferson Building.....	Sarah E. Wise.....	928 G street s. w.....	21	850	None.
2.....	6	Girls...	Jefferson Building.....	M. Louisa Strobel.....	613 Virginia ave. s. w...	8	750	Sept. 1, 1882
3.....	6	Girls...	Jefferson Building.....	Annie Van Horn.....	409 L street s. e.....	16	800	None.
1.....	5	Boys...	Jefferson Building.....	Susie A. Langley.....	1245 E street s. e.....	11	800	None.
2.....	5	Girls...	Jefferson Building.....	Mary A. Law.....	622 E street s. w.....	4	700	Sept. 1, 1881
3.....	5	Boys...	Jefferson Building.....	Anna M. Whitmore.....	709 7th street s. w.....	6	750	None.
4.....	5	Girls...	Jefferson Building.....	Annie Rowell.....	226 13th street s. w.....	3	650	Sept. 1, 1881
5.....	5	Girls...	Jefferson Building.....	Clara L. Wilson.....	21 3d street n. e.....	6	750	None.
1.....	4	Boys...	Jefferson Building.....	Kale F. Maxwell.....	136 Carroll street.....	7	650	Sept. 1, 1881
2.....	4	Girls...	Jefferson Building.....	Rachel A. Garrett.....	471 C street n. w.....	15	700	None.
3.....	4	Boys...	Jefferson Building.....	Mrs. Mary A. Bowen.....	513 11th street s. w.....	19	700	None.
4.....	4	Girls...	Jefferson Building.....	Frances M. Moore.....	417 H street n. w.....	3	600	Sept. 1, 1881
5.....	4	Boys...	Jefferson Building.....	Hattie L. Davis.....	621 H street s. w.....	13	700	None.
6.....	4	Girls...	Jefferson Building.....	Victoria V. Trook.....	436 M street n. w.....	11	700	None.
7.....	4	Boys...	Potomac B'g, 12th st., bet. Md. av. & E st. s. w	Martha Barnes.....	212 4 1/2 street s. w.....	8	700	None.
1.....	3 & 4	Boys...	Greenleaf B'g, 4 1/2 st., bet. M and N sts. s. w.	Jane P. McCauley.....	1203 6th street s. w.....	10	650	Sept. 1, 1881
2.....	3	Girls...	Jefferson Building.....	Margaret E. Garrett.....	471 C street n. w.....	13	650	None.
3.....	3	Boys...	Jefferson Building.....	Adele B. Gray.....	313 A street n. e.....	8	650	None.
4.....	3	Girls...	Jefferson Building.....	Mary E. Anderson.....	1307 Maryland ave. s. w..	3	550	Sept. 1, 1881
5.....	3	Boys...	Jefferson Building.....	Isabelle Haliday.....	321 12th street s. w.....	6	550	Sept. 1, 1881
6.....	3	Girls...	Potomac Building.....	Ellen E. Haliday.....	321 12th street s. w.....	10	650	None.
1.....	3 & 4	Boys...	Greenleaf Building.....	Charlotte Lucas.....	483 G street s. w.....	9	650	None.
2.....	2	Girls...	Jefferson Building.....	Mary C. Johnson.....	439 7th street s. w.....	2	450	Sept. 1, 1881
3.....	2	Boys...	Jefferson Building.....	Mary P. Wilson.....	21 3d street n. e.....	4	50	None.
4.....	2	Girls...	Jefferson Building.....	Emma R. Mason.....	112 Virginia ave. s. w...	0	400	Sept. 1, 1881
5.....	2	B. & G.	Jefferson Building.....	Eleanor M. McCartney.....	638 Virginia ave. s. w...	7	400	Sept. 1, 1881
6.....	2	B. & G.	Potomac Building.....	Hannah M. Tunnell.....	21 3d street n. e.....	15	600	None.
7.....	2	B. & G.	Greenleaf Building.....	Sarah C. Dulin.....	1209 N. Jersey ave. s. e..	4	600	None.
1.....	2	B. & G.	Jefferson Building.....	M. Alice Carroll.....	213 13 1/2 street s. w.....	1	400	Sept. 1, 1881
2.....	1	Boys...	Jefferson Building.....	Mary L. Smith.....	1236 B street s. w.....	0	400	Sept. 1, 1881
3.....	1	Girls...	Jefferson Building.....	Sarah E. Halley.....	627 7th street s. w.....	0	400	Sept. 1, 1881
4.....	1	Boys...	Jefferson Building.....	Caroline Ranney.....	422 3d street n. w.....	1	425	Sept. 1, 1881
5.....	1	Girls...	Jefferson Building.....	Mary J. Davis.....	1222 6th street n. w.....	0	400	Sept. 1, 1881
6.....	1	B. & G.	Potomac Building.....	Mrs. Sarah H. Allen.....	506 9th street n. w.....	12	600	None.
7.....	1	B. & G.	Greenleaf Building.....	Lida W. Custis.....	1010 N. Jersey ave. s. e..	3	600	None.

TABLE XIII.—*Schools and Teachers, May 10, 1881.—Continued.*

School No.	Grade No.	Sex.	Location.	Teachers.	Residences.	Years' experience.	Salary per annum.	Next increase.
FIFTH DIVISION.								
1.....	8	Girls..	Curtis Building, 2d street, between High and Market streets, Georgetown.....	Mrs. Laura A. Bradley.....	936 I street n. w.....	23	1,000	None.
2.....	7 & 8	Boys..	Curtis Building.....	Dexter A. Smith, assist.....	117 Wash'gton st., G't'n.....	11	1,000	None.
1.....	7	B. & G.	Curtis Building.....	Kate M. Blundon.....	54 Market st., Geo't'n.....	4	750	Sept. 1, 1881
1.....	6	B. & G.	Curtis Building.....	Mrs. Mary E. Turner.....	88 Beall st., Georgetown.....	16	800	None.
2.....	6	B. & G.	Curtis Building.....	Mandana J. Brown.....	126 Congress st., G't'n.....	7	700	Sept. 1, 1881
3.....	6	B. & G.	Curtis Building.....	Lillian P. Hart.....	319 C street s. e.....	5	700	Sept. 1, 1881
1.....	5	B. & G.	Curtis Building.....	Florence P. Sullivan.....	216 1/2 High st., Geo'town.....	14	750	None.
2.....	5	B. & G.	Curtis Building.....	Jane H. Pease, acting.....	126 Congress st., G't'n.....	0	650	Sept. 1, 1881
3.....	5	B. & G.	Corner Prospect and Langan streets.....	Emma L. Godoy.....	156 High st., Geo'town.....	11	750	None.
1.....	4	B. & G.	Stoddart st., bet. Washington & Greene sts.....	Kaile A. Wilson.....	1310 Q street n. w.....	5	700	Sept. 1, 1881
2.....	4	B. & G.	3d street, bet. High and Market streets.....	Helen G. Watt.....	2123 F street n. w.....	3	600	Sept. 1, 1881
3.....	4	B. & G.	Corner Prospect and Langan streets.....	M. Josephine Good.....	41 2d st., Georgetown.....	20	700	None.
4.....	4	B. & G.	3d street, bet. High and Market streets.....	Emma K. Gore.....	921 N. Hampshire ave.....	1	600	Sept. 1, 1881
1.....	3	B. & G.	Montgomery st., bet. Bridge and Olive sts.....	Mary E. McKenny.....	817 22d street n. w.....	4	650	Sept. 1, 1881
2.....	3	B. & G.	Corner High and Market sts.....	Alwilda M. Brooke.....	122 Beall st., Geo't'n.....	7	650	None.
3.....	3	B. & G.	Stoddart st., bet. Washington & Greene sts.....	Mrs. Emma J. Young.....	119 Washington street, Georgetown.....	9	650	None.
4.....	3	B. & G.	Montgomery st., bet. Bridge and Olive sts.....	Angelica T. Houghton.....	72 Prospect st., Geo't'n.....	7	650	None.
5.....	3	B. & G.	Corner Prospect and Langan streets.....	Hadassah Beall.....	41 2d st., Georgetown.....	1	550	None.
1.....	1 to 4	B. & G.	Industrial Home School.....	{ Laura C. Strider.....	Industr'l Home, G't'n.....	11	600	Sept. 1, 1881
2.....	2	B. & G.	Corner Prospect and Langan streets.....	{ Mary E. Hatch, sub-ass't.	Industr'l Home, G't'n.....	0	250	None.
3.....	2	B. & G.	Corner High and Market streets.....	Lizzie L. Gray.....	1136 12th street n. w.....	3	550	None.
4.....	2	B. & G.	Corner High and Market streets.....	Kate Reyburn.....	2129 F street n. w.....	5	500	None.
1.....	1	B. & G.	3d street, bet. High and Market streets.....	Mary E. Kelley.....	167 West st., Geo't'n.....	2	550	None.
2.....	1	B. & G.	Corner High and Market streets.....	Mabel R. Lewis.....	1212 O street n. w.....	1	425	Sept. 1, 1881
3.....	1	B. & G.	3d street, bet. High and Market streets.....	Ella A. Norton.....	195 High st., Geo't'n.....	1	425	Sept. 1, 1881
4.....	1	B. & G.	Corner Prospect and Langan streets.....	Adelia L. Davis.....	40 Market st., Geo't'n.....	0	400	Sept. 1, 1881
5.....	1	B. & G.	Montgomery st., bet. Bridge and Olive sts.....	Emma O. Abbot, acting.....	61 Market street.....	20	400	Sept. 1, 1881
6.....	1	B. & G.	Montgomery st., bet. Bridge and Olive sts.....	Agnes L. McArthur.....	1833 12th street n. w.....	0	500	Sept. 1, 1881

SIXTH DIVISION.—Forty-eight Schools.

WHITE SCHOOLS.—*Boys and Girls.*

SIXTH DIVISION. — Forty-eight Schools.			
WHITE SCHOOLS. — Boys and Girls.			
1	1 to 6	Conduit Road, near Drivers' Rest.....	Clement A. Peck.....
3	4 to 7	Grant Road, near Tennytown.....	John E. Chappell.....
4	1 to 3	Grant Road, near Tennytown.....	Jane A. Brown.....
6	4 to 7	Brightwood.....	Frank A. Springer.....
7	1 to 3	Brightwood.....	Isabella R. Nalley.....
9	5 to 8	Mount Pleasant.....	Mrs. Julia E. York.....
10	3 & 4	Mount Pleasant.....	Elizabeth P. Grigg.....
11	1 & 2	Mount Pleasant.....	Della M. Tingle.....
20	4 to 7	Near Howard University.....	Lizzie S. Nichols.....
21	1 to 3	Near Howard University.....	Adeline Walcott.....
22	4 to 8	Near Soldiers' Home.....	Washington E. Nalley.....
23	1 to 3	Near Soldiers' Home.....	India A. Wineberger.....
26	1 to 7	Bladensburg Road.....	Lucien H. Smith.....
27	1 to 6	Benning.....	Mrs. Eliza A. Voorhees.....
30	1 to 8	Benning.....	Sarah S. Smith.....
31	6 to 8	Uniontown.....	Henry S. Petty.....
32	5	Uniontown.....	Agnes A. Fairley.....
33	3 & 4	Uniontown.....	Mary B. Malone.....
34	1 & 2	Uniontown.....	Annie M. Briggs.....
41	4 to 8	Giesboro.....	Peter S. Lesh.....
42	1 to 3	Giesboro.....	Helen P. Plus, acting.....
43	1 to 5	Good Hope.....	Cornelia Plum.....
45	1 & 2	Bladensburg Road.....	Helen M. Manning, sub-as't.....
47	1 & 2	Bunker Hill Road, near Brook's Station.....	Frances S. Fairley.....
48	1 to 7		
COLORED SCHOOLS. — Boys and Girls.			
2	1 to 7	Ridge R'd, n'r Conduit R'd, via Drover's Rest..	William H. Smith, acting..
5	1 to 7	Grant Road, near Tennytown.....	Robert L. Mitchell.....
8	1 to 7	Brightwood.....	Lewis S. Evans.....
12	1 to 3	Mount Pleasant.....	Alda L. Mathews.....
13	1	Near Howard University.....	Allice L. Strange.....
14	5 to 7	Near Howard University.....	Richard T. Moss.....
15	3 & 4	Near Howard University.....	Bettie G. Cox.....
16	3	Near Howard University.....	Alice D. Johnson.....
17	2	Near Howard University.....	Carrie A. Brown.....
18	1	Near Howard University.....	Janie E. Page.....
19	2	Near Howard University.....	Mary E. McKinney.....

COLORED SCHOOLS. — Boys and Girls.

1 to 7	Ridge R'd, n'r Conduit R'd, <i>via</i> Drover's Rest..
1 to 7	Grant Road, near Tennallytown.....
1 to 7	Brightwood.....
1 to 3	Mount Pleasant.....
1	Near Howard University.....
5 to 7	Near Howard University.....
3 & 4	Near Howard University.....
3	Near Howard University.....
2	Near Howard University.....
1	Near Howard University.....
2	Near Howard University.....

TABLE XIII.—*Schools and Teachers, May 10, 1881.*—Continued.

School No.	Grade No.	Sex.	Location.	Teachers.	Post-Office Address.	Years experience.	Salary per annum.	Next increase.
24.....	1 to 7	.....	Near Fort Slocum.....	John M. Shippen.....	Anacostia.....	6	750	None.
25.....	1 to 4	.....	Old Bladensburg R'd, n'r Queen's Chapel R'd.	James H. N. Waring.....	1930 12th street n. w.....	2	700	Sept. 1, 1881
28.....	4 to 7	.....	Benning.....	Joseph H. Voorhees.....	Benning.....	14	800	Sept. 1, 1881
29.....	1 to 3	.....	Benning.....	Florence J. Smith.....	Benning.....	2	600	Sept. 1, 1881
35.....	5 to 8	.....	Hillsdale.....	John C. Nalle.....	1505 P street n. w.....	8	900	None.
36.....	4 & 5	.....	Hillsdale.....	Mrs. Sarah A. Shimm.....	732 13th street s. e.....	15	750	None.
37.....	3	.....	Hillsdale.....	Emma Patterson.....	1532 15th street n. w.....	9	650	None.
38.....	2	.....	Hillsdale.....	Frances E. Hall.....	Anacostia.....	18	600	None.
39.....	1	.....	Hillsdale.....	Mrs. Mary T. Benjamin.....	Anacostia.....	17	600	None.
40.....	1	.....	Hillsdale.....	Emma V. Smith.....	Anacostia.....	3	550	Sept. 1, 1881
43.....	3 to 6	.....	Good Hope.....	Richard L. Peters.....	1916 11th street n. w.....	3	750	Sept. 1, 1881
44.....	1 & 2	.....	Good Hope.....	Euretta B. Bozemon.....	318 2d street s. e.....	5	600	None.
46.....	1 & 2	.....	Industrial Home School, 8th street, above Boundary.....	Julia M. Bartlett.....	Color'd Orphan's Home.....	24	550	Sept. 1, 1881

ANNUAL EXAMINATIONS IN SPELLING.

1880.

Third Grade, April 22 ; Fourth Grade, April 23 ; Fifth Grade, April 26 ;
Sixth Grade, April 27 ; Seventh Grade, April 28 ; Eighth Grade, April 29.

REGULATIONS.

At the examinations in spelling the words shall be written on paper of uniform pattern, to be furnished by the Superintendent. All the pupils in each class are to write the words. The Superintendent shall select fifty words, to be found within the limits prescribed in the course of study for each grade, and furnish a list of the same to the Supervising Principals who are to conduct the examinations. The words must be given out distinctly and slowly, and as each is pronounced it will be repeated aloud by every pupil. Every change made after the word is written, or while writing it, will be counted an error. Immediately after the examinations the Supervising Principals shall return all the written work of the pupils and make a tabulated report to the Superintendent, giving for each class the following items: Division; Grade of class; Name of teacher; Number of pupils enrolled in class; Number of pupils present and examined; Whole number of words written; Whole number of words misspelled; Percentage of words spelled correctly; Number of pupils perfect. The Superintendent shall transmit a consolidated report to the Board.

LISTS OF WORDS.

THIRD GRADE.

Writhe.	Placing.	Threshold.	Raspberry.
Metal.	Piercing.	Visible.	Laughable.
Currant (fruit.)	Camel.	Forcible.	Daughter.
Immense.	Towel.	Muscles.	Gruel.
Cravat.	Perilous.	Biscuit.	Fabrics.
Salad.	Circus.	Medicine.	Sassafras.
Ascended.	Vinegar.	Possession.	Machinery.
Decent.	Hideous.	Occurring.	Succeed.
Descend.	Scarcely.	Abyss.	Handkerchief.
Destruction.	Fiercely.	Minute.	Trough.
Vegetable.	Barley.	Society.	Inconsistent.
Tongue.	Caterpillar.	Sociable.	
Almanac.	Umbrella.	Christmas.	

FOURTH GRADE.

Police.	Discern.	Rigid.	Quarrel.
Cornice.	Conscience.	Digit.	Bedimmed.
Furnace.	Audience.	Shepherd.	Squirrel.
Image.	Patience.	Cashier.	Sumach.
Tease.	Forfeit.	Errand.	Shovel.
Deceive.	Fierce.	Scarred.	Coral.
Besieged.	Skein.	Scald.	Bureau.
Seizure.	Spaniel.	Cushion.	Valleys.
Zinc.	Sullen.	Wrangle.	Baptism.
Accident.	Whittle.	Census.	Prairies.
Indolent.	Gawky.	Serious.	Magazine.
February.	Isthmus.	Desirous.	
Search.	Timid.	Colander (or Cullender.)	

FIFTH GRADE.

Caprice.	Description.	Scenery.	Routine.
Decease.	Despair.	Tortoise.	Parallel.
Firmament.	Valise.	Stationery (paper, &c.)	Marauder.
Permanent.	Paralyze.	Deficiency.	Prophecy.
Pertinent.	Hydraulic.	Massacre.	Excellent.
Neuter.	Generous.	Boisterous.	Perceive.
Heinous.	Grievous.	Mischievous.	Piercing.
Nuisance.	Caucasian.	Anticipate.	Necessary.
Incessant.	Caucus.	Miracle.	Language.
Cipher.	Analysis.	Plateau.	Knowledge.
Diæresis.	Treatise.	Guinea.	Vicinity.
Lettuce.	Poultice.	Raillery.	
Business.	Mysterious.	Foreign.	

SIXTH GRADE.

Usual.	Valiant.	Knout.	Britain.
Visage.	Pomegranate.	Existence.	Brooklyn.
Icicle.	Illinois.	Independence.	Hyacinth.
Aliquot.	Lizard.	Ignorance.	Leisurely.
Zodiac.	Buried.	Eighth.	Physical.
Evacuated.	Onyx.	Length.	Declension.
Huguenots.	Kennebec.	Delicious.	Omaha.
Unconquered.	Volume.	Genius.	Christianity.
Dialogue.	Quiver.	Cincinnati.	Tedious.
Parallels.	Busily.	Lafayette.	Jaunty.
Yacht.	Venomous.	Surveyors'.	Metropolis.
Sombre.	Receipt.	Anemone.	
Wriggle.	Grammar.	Emerald.	

SEVENTH GRADE.

Usury.	Decalogue.	Physician.	Predecessor.
Litigious.	Eclogue.	Precision.	Secession.
Factitious.	Ubiquity.	Reparation.	Parenthetically.
Colloquial.	Anachronism.	Separate.	Decimally.
Himalaya.	Reticule.	Correlative.	Symmetrical.
Apparatus.	Patrician.	Querulous.	Sacerdotal.
Sleight.	Jamaica.	Breviary.	Cereals.
Osier.	Knurly.	Fahrenheit.	Participial.
Equidistant.	Vacuum.	Synopsis.	Alluvial.
Transition.	Archetype.	Indices.	Philology.
Cadence.	Illude.	Auricular.	Postilion.
Irascible.	Purlieu.	Lacquer.	
Exchequer.	Percussion.	Decatur.	

EIGHTH GRADE.

Alligation.	Envoys.	Geysers.	Oozing.
Cylinder.	Harassed.	Caoutchouc.	Transcendent.
Octavos.	Privileges.	Tallahassee.	Whilom.
Promissory.	Appellate.	Analogous.	Secrecy.
Parallelogram.	License.	Auxiliary.	Guttural.
Clef.	Capillary.	Synecdoche.	Mementos.
Melodic.	Mucous.	Indictment.	Reminiscence.
Antecedent.	Ossify.	Circuitous.	Inauguration.
Homogeneous.	Avalanche.	Diaphragm.	Colonel.
Operation.	Beneficence.	Sclerotic.	Supersede.
Ambassadors.	Faneuil.	Crescent.	Gauging.
Belligerent.	Guillotine.	Exigency.	
Cinnamon.	Glaciers.	Igneous.	

Report of Examination in Spelling, April, 1880.

NAME OF TEACHER.	Division.	No. of pupils belonging to class.	No. of pupils present.	Whole number of words written.	Whole number of words misspelled.	Per cent. of words spelled correctly.	No. of pupils per-rect.
Third Grade.							
Miss Corcoran.....	1	64	59	2,950	585	80.1	0
" Garrison.....	1	53	53	2,650	568	78.5	0
" Roeser.....	1	53	48	2,400	575	76.4	0
" Lesh.....	2	58	57	2,850	716	74.8	0
" Meredith.....	3	47	46	2,300	637	72.3	1
" Hepburn.....	1	60	58	2,900	879	69.6	0
" McKeon.....	1	42	42	2,100	647	69.1	0
" McLean.....	1	54	53	2,650	823	68.9	0
" Cooke.....	2	35	35	1,750	570	67.4	0
Mrs. Young.....	5	50	49	2,450	815	65.5	0
Miss Chesney.....	2	51	53	2,650	915	65.4	0
" M. E. Bond.....	2	47	46	2,300	824	64.1	0
" Bishop.....	1	53	51	2,250	943	63.0	0
" Goodrich.....	2	51	51	2,550	958	62.4	0
" Carroll.....	2	54	52	2,600	998	61.6	0
" Merrill.....	2	57	57	2,850	1,108	61.1	0
" T. A. McGill.....	1	58	55	2,750	1,095	60.0	0
" White.....	2	54	51	2,550	1,018	60.0	0
" Beers.....	3	57	52	2,600	1,043	59.8	0
" Little.....	3	53	49	2,450	984	59.8	0
" F. A. Wiggin.....	1	62	59	2,950	1,191	59.6	0
" M. E. Garrett.....	4	56	53	2,650	1,139	57.1	0
" Forbes.....	3	55	50	2,500	1,080	56.8	0
" Helmsen.....	2	52	47	2,350	1,024	56.4	1
" Lucas.....	4	26	25	1,250	552	55.8	0
" E. E. Halliday.....	4	59	57	2,850	1,268	55.6	0
" Brooke.....	5	44	43	2,150	966	55.0	0
" Houghton.....	5	53	53	2,650	1,262	52.3	0
" McCutchen.....	3	49	49	2,450	1,172	52.1	0
Mrs. Galvin.....	1	30	30	1,500	723	51.8	0
Miss Martha E. Armistead	3	46	45	2,250	1,120	50.2	0
Fourth Grade—Cont'd.							
Miss E. G. Kelly.....	3	49	48	2,400	935	61.0	0
" M. J. Brown.....	5	57	57	2,850	1,124	60.5	0
" McKenny.....	5	44	42	2,100	868	58.6	0
" R. A. Garrett.....	4	58	55	2,750	1,135	58.0	1
" M. B. Bartlett.....	2	47	47	2,350	1,014	56.8	0
" Quinlan.....	2	52	50	2,500	1,081	56.7	0
" S. B. Brown.....	2	53	51	2,550	1,110	56.4	0
" Garst.....	2	48	45	2,250	1,002	55.4	0
" Mirick.....	3	53	50	2,500	1,139	54.4	0
" Love.....	3	54	54	2,700	1,258	53.4	0
" S. I. Allen.....	4	24	22	1,100	514	53.2	0
" Hart.....	5	50	47	2,350	1,098	53.2	0
" Hinton.....	3	53	50	2,500	1,355	45.8	0
" Noyes.....	2	52	49	2,450	1,381	43.6	0
	-	2,082	2,005	100,250	35,787	61.3	3
Fifth Grade.							
Miss Williams.....	1	46	46	2,300	202	91.2	2
" Strobel.....	4	47	46	2,300	220	90.4	3
" C. L. Wilson.....	4	59	58	2,900	290	90.0	7
" M. S. Shields.....	1	53	51	2,550	264	89.6	2
" Thomas.....	3	39	39	1,950	273	86.0	1
" Hambly.....	2	44	41	2,050	300	85.3	1
" Rodler.....	1	25	23	1,150	178	84.5	0
" Sparks.....	1	40	39	1,950	336	82.7	1
" Van Doren.....	3	51	51	2,550	434	82.5	3
" F. M. Bartlett.....	1	42	36	1,800	343	80.9	1
" Hollingsworth.....	1	45	44	2,200	425	80.6	2
" Law.....	4	40	39	1,950	385	80.2	0
" Trook.....	4	20	19	950	194	79.6	0

" Hardy.....	2	57	52	2,600	1,333	48.7	0	" East.....	2	49	48	2,400	503	79.0	0
" De Land.....	2	55	53	2,650	1,381	47.8	0	" Burchard.....	1	50	50	2,500	529	78.8	1
" Scott.....	2	48	41	2,050	1,164	43.2	0	" Young.....	3	56	55	2,750	590	78.5	0
" Allen.....	4	29	27	1,350	768	43.1	0	Mrs. Hefebower.....	1	55	54	2,700	586	78.2	0
" Barnes.....	4	29	27	1,350	768	43.1	0	Miss Sullivan.....	5	44	44	2,200	499	77.3	0
" Maxwell.....	4	64	60	3,000	1,743	41.9	0	" Godley.....	5	56	55	2,750	633	76.9	0
" McCauley.....	4	26	24	1,200	711	40.7	0	" E. L. Bond.....	2	60	59	2,950	733	75.1	0
" A. B. Gray.....	4	63	60	3,000	1,847	38.4	0	" Garges.....	3	45	44	2,200	547	75.1	0
" Royburn.....	5	57	52	2,600	1,618	37.7	0	" Mack.....	3	40	40	2,000	498	75.1	0
" Strider.....	5	27	26	1,300	857	34.0	0	" Whitmore.....	4	61	59	2,950	739	74.9	0
Mrs. Rowland.....	3	17	17	850	574	32.4	0	" Hinman.....	2	47	45	2,150	576	74.4	1
Miss Hauke.....	3	57	57	2,850	1,963	31.1	0	" Murray.....	2	43	43	2,350	632	73.1	1
	-	2,115	2,024	100,900	42,955	57.4	4	" Blundon.....	5	47	47	2,350	859	70.8	0
	-							" E. C. Weightman.....	2	59	59	2,950	880	69.1	1
	-							" C. M. Woodward.....	2	59	57	2,850	880	68.7	0
	-							" Glittings.....	2	44	42	2,100	656	66.1	0
	-							" Hooper.....	2	58	58	2,900	982	65.0	0
	-							" Lord.....	3	54	52	2,600	908	64.6	0
	-							" E. C. Dyer.....	2	34	33	1,650	584	62.4	0
	-							" K. A. Wilson.....	5	45	44	2,200	826	60.0	0
	-							" Lusby.....	3	55	54	2,700	1,080	59.6	1
	-							Mr. Ourand.....	2	51	49	2,450	988		
	-								-	1,663	1,623	81,150	19,226	76.3	29
Fourth Grade.															
Miss Caton.....	2	46	44	2,200	294	86.6	1	Sixth Grade.							
Mrs. Walker.....	2	52	51	2,550	604	76.3	0	Miss Packard.....	3	52	52	2,600	74	97.1	17
Miss Lucas.....	4	23	23	1,150	280	75.7	0	" H. P. Johnson.....	3	53	53	2,650	108	95.9	10
" Evans.....	2	58	56	2,800	738	73.6	0	" Jullien.....	1	53	52	2,600	191	92.6	7
" Hekey.....	1	46	46	2,300	766	73.5	0	" Day.....	3	51	51	2,550	189	92.5	8
" Quint.....	1	57	54	2,700	619	72.9	0	" Van Horn.....	4	53	52	2,600	195	92.5	4
" E. Rodier.....	1	10	10	500	137	72.6	0	" Collins.....	2	53	52	2,600	214	91.7	4
" McArdle.....	1	54	52	2,600	740	71.5	0	" Kern.....	2	51	51	2,550	233	90.8	4
" Lazenby.....	1	47	43	2,150	636	70.4	0	" Mrs. Nevitt.....	1	25	24	1,200	110	90.8	0
" Free.....	2	50	50	2,500	766	69.3	1	" Mrs. Turner.....	5	41	41	2,050	188	90.8	0
" Bowen.....	4	57	56	2,500	769	69.2	0	Miss Robinson.....	2	49	48	2,400	221	90.7	3
" McMahon.....	1	56	56	2,800	872	68.6	0	" Langley.....	4	50	49	2,450	230	90.6	4
" Mary E. Armistead.....	3	54	52	2,600	814	68.3	0	" M. C. McGill.....	1	56	54	2,700	200	90.3	1
" M. J. Malone.....	2	44	44	2,200	696	68.3	0	" M. E. Morgan.....	1	45	44	2,200	219	90.0	6
" Barnes.....	4	24	21	1,050	338	67.8	0	" Mary Morgan.....	3	47	47	2,350	255	89.1	3
" Macfarlane.....	1	59	58	2,900	945	67.4	0	" Rogers.....	2	39	39	1,950	265	88.4	6
" K. F. Johnson.....	2	58	51	2,550	832	67.3	0	" M. G. Kelly.....	3	49	46	2,300	225	88.4	2
" H. L. Davis.....	4	56	54	2,700	891	67.0	0	" Hendley.....	2	42	41	2,050	271	87.6	1
Mrs. Rodier.....	4	44	42	2,100	710	66.1	0	" Riley.....	4	44	44	2,200	251	87.6	0
Miss Good.....	1	45	44	2,200	753	65.7	0	" Fuller.....	1	49	48	2,400	289	87.5	1
" Prather.....	5	56	54	2,700	939	65.2	0	" K. T. Brown.....	2	32	32	1,600	241	84.9	0
" L. M. Stromberger.....	2	59	58	2,900	1,022	64.7	0								
" Sampson.....	3	53	51	2,550	905	64.5	0								
" Rowell.....	1	58	57	2,850	1,018	64.3	0								
Mrs. Galvin.....	1	26	24	1,200	437	63.5	0								
" Rowland.....	3	25	24	1,200	438	63.4	0								
Miss McCauley.....	4	27	23	1,350	501	62.8	0								
" Trook.....	4	27	27	1,350	501	62.8	0								
" C. A. Dulin.....	3	62	61	3,050	1,162	61.9	0								

Report of Examination in Spelling, April, 1880.—Continued.

NAME OF TEACHER.	Division.	No. of pupils belonging to class.	No. of pupils present.	Whole number of words written.	Whole number of words misspelled.	Per cent. of words spelled correctly.	No. of pupils per-lect.
Sixth Grade—Cont'd.							
Miss Groff.....	1	29	28	1,400	215	84.6	0
" Childs.....	2	53	48	2,400	543	77.3	0
" Tall.....	2	51	50	2,500	584	76.6	0
Mrs. Bates.....	5	50	48	2,400	639	72.1	0
Miss Bohrer.....	3	27	26	1,300	495	61.9	0
	-	1,144	1,120	66,000	6,738	89.7	81
Seventh Grade.							
Miss L. B. Davis.....	3	50	50	2,500	81	96.7	17
" Aukward.....	3	53	53	2,650	145	94.5	4
Mrs. Wise.....	4	50	50	2,500	168	93.2	6
" Nevitt.....	1	20	19	950	79	91.6	3
Miss Baker.....	2	35	34	1,700	149	91.2	0
" Billing.....	2	38	37	1,850	182	90.1	4
" Schimmelfennig.....	1	46	45	2,250	224	90.0	0
" Rawlings.....	1	45	43	2,150	268	87.5	3
" Camp.....	2	37	35	1,750	219	87.4	2
" K. T. Brown.....	2	12	12	600	83	86.1	1
" J. A. Brown.....	2	50	50	2,500	415	83.4	4
Mr. Paul.....	1	57	57	2,850	471	83.4	2
Miss Groff.....	1	22	20	1,000	181	81.9	0
Mr. Smith.....	5	49	48	2,400	445	81.4	2
Miss Nourse.....	3	48	48	2,400	459	80.8	1
Mr. Thompson.....	4	49	44	2,200	520	76.3	0
	-	661	645	32,250	4,089	87.3	49
Eighth Grade.							
Mrs. Hilton.....	3	55	55	2,750	82	97.0	25
Miss Rowe.....	2	42	42	2,100	163	92.2	5
" Holbrook.....	1	82	77	3,850	404	89.5	11
Mr. Thomson.....	2	39	38	1,900	200	89.5	5

RECAPITULATION.

Third Grade.....	2,115	2,024	100,900	42,955	57.4	4
Fourth Grade.....	2,082	2,005	100,250	35,787	64.3	3
Fifth Grade.....	1,663	1,623	81,150	19,226	76.3	29
Sixth Grade.....	1,144	1,120	66,000	6,738	89.7	81
Seventh Grade.....	661	645	32,250	4,089	87.3	49
Eighth Grade.....	520	507	25,350	3,452	86.3	51
	8,185	7,924	405,900	112,247	72.3	217

No. of classes having all the pupils on roll present and examined.....53

Names of the teachers of these classes: Garrison, McKeon, Cooke, Goodrich, Merrill, Houghton, McCutchen, Galvin, Rowland, Hauke, Lucas, F. B. Wiggins, Hickey, Miss Rodier, Free, McMahon, M. J. Malone, Trook, M. J. Brown, M. B. Bartlett, Love, Williams, Thomas, Van Doren, Burchard, Sullivan, Mack, Murray, Blundon, E. C. Weightman, Hooper, Packard, H. P. Johnson, Day, Kern, Turner, Mary Morgan, Rogers, Hendley, K. T. Brown, L. B. Davis, Aukward, Wise, J. A. Brown, Paul, Nourse, Hilton, Rowe, King, Reed, Fairbrother, Chickering.

Percentage of pupils present and examined.....96.8

QUESTIONS

FOR THE

ANNUAL EXAMINATIONS,

1880.

INSTRUCTIONS.—The sheet of paper to be written upon must be so placed that the widest margin will be at the top of the page, and the narrow space for numbers of the questions on the left. Marginal lines have been ruled, and the writing should not extend beyond these. The number of the question should be written in the narrow space between the vertical ruled lines. Each subject should be written only once, on the upper line, near the middle of the first page, and the name of the pupil should be written to the right of it, on the same line. A line should be left blank after the subject, and after each answer. Not more than one subject should be written on any page. The pages used for each subject should be numbered from one upwards, and the number should be written near the upper outer corner of the page, but inside the marginal line.

In arithmetic give the work in full, and before the answer write *Ans.* No credit will be allowed if the work is not given. When a subject is finished, take the work to the teacher's desk. Pains should be taken with expression, arrangement, penmanship, and neatness in the written work, as it will be preserved in the office of the Superintendent, and be subject to inspection; but the work must not be copied.

FIFTH GRADE.

JUNE 7.

GEOGRAPHY. (Two credits each.)

1. Draw a figure representing the globe and the different zones.
2. What are the physical divisions of the United States? Describe each.
3. Name four of the principal tributaries of the Mississippi, and locate each.
4. Give the location of the following cities, viz: Albany, Harrisburg, Nashville, Austin, and Jefferson City.
5. Name the largest city in each of the States of the Andes.
6. Name the Barbary States, and give their situation.
7. Name the principal articles exported by Russia.
8. Give the meanings of the words *Netherlands* and *Holland*.
9. Of what does the Empire of Russia consist?
10. Draw the diagram, outline, principal rivers, and mountains, and locate twelve important cities of North America.

MUSIC. (Two credits each.)

1. Can the scale be extended, and if so, how?
2. Give the time signatures of Double, Triple, and Quadruple measure.

3. What is accent in music? What parts are accented in Double, Triple, and Quadruple measure, and how?
4. Draw a staff and write the following figures in notes :
C $\frac{3}{4}$ 1, 3, 5, | 1, 4, 6, | 5-0, | 6, 4, 1, | 5, 3, 3, | 2, 1, 0. ||
5. State the difference between the tie and the slur.

FIFTH GRADE.

JUNE 8.

ARITHMETIC. (Three credits each.)

1. Find the least common multiple of 12, 6, 4, 10.
2. Find the greatest common divisor of 828 and 1224.
3. Explain why multiplying the numerator and denominator by the same number does not change the value of a fraction.
4. Reduce $\frac{12\frac{1}{3}+1\frac{3}{4}}{3\frac{1}{4}-1\frac{2}{3}}$ to its simplest form.
5. If $40\frac{1}{2}$ yards of carpet cost \$50 $\frac{1}{2}$, for what must it all be sold to gain 50 cents on a yard?
6. What is a decimal fraction?
7. Write 7,182 hundred-thousandths.
8. Multiply 14.07 by 9.21.
9. Divide 6000.7 by 800.04 to 3 decimal places.
10. Reduce $1\frac{99}{125}$ to a decimal.

PHYSIOLOGY. (Two credits each)

1. Describe briefly the parts of a tooth. State what you can as to the proper care of the teeth.
2. How are the bones fastened together? Describe the two forms of movable joints, and state of what a joint is composed.
3. Where and how is the change from venous to arterial blood made?
4. Name the five "digestive fluids," and state by what organs each is secreted.
5. Name the three coats of the eye, and briefly describe the outer coat.

FIFTH GRADE.

JUNE 9.

GRAMMAR. (Two credits each.)

1. What two things does every saying or statement imply? What is each called? Give an example.
2. Write an imperative or commanding sentence containing a noun in the common gender.
3. What are the words used instead of nouns called? Give five examples.
4. What are the degrees by which we compare adjectives called? Write three adjectives each in a different degree, with its name opposite.

5. In what case is the noun or pronoun when used as the subject of a verb? Write a sentence and underscore the subject nominative and predicate verb.
6. When is a proposition called a clause?
7. What are the words that express manner, time, place, or degree called, when they refer to verbs or adjectives? Give four examples.
8. Supply a suitable subject, predicate, or phrase where needed to make the following expressions complete sentences :

..... are sold in the market.

Washington city

The Washington and Georgetown Railroad connects

9. Write correctly the following sentences :

John bought with Mary's money some turkeys for Christmas.

My letter was wrote yesterday.

Mother said Annie walk into the setting-room.

I disremember who said it.

10. Parse the italicized words in the following lines :

"Under the spreading chest-nut tree
The *village smithy stands* ;
The smith, a mighty man is *he*,
With large and sinewy hands,
And the muscles of his brawny arms
Are strong as *iron bands*."

DRAWING. (Five credits each.)

Blank form for drawing furnished to the pupil, containing the following instructions :

1. To the pupil: Draw without ruling or measuring from the copy placed before you. (Time allowed, 20 minutes.)
To the teacher: Put upon the board one of the vase forms on page 15 of the Drawing-book.
2. To the pupil: Draw a square 4 inches in diameter, and put in it from memory any design you have made. (Time allowed, 40 minutes.)
Directions: Ruling, measuring, and tracing allowed in this exercise.

SIXTH GRADE.

JUNE 7.

GEOGRAPHY. (Two credits each.)

1. What is the latitude and longitude of the place where you live?
2. What are the causes of the variations of climate in the same latitude?
3. State the difference between Physical and Political Geography, and name three topics under each.
4. Name four important rivers for each of the great watersheds of the United States.
5. Name ten cities in the United States whose population exceeds 100,000.

6. Describe the nearest water route from Cincinnati to Valparaiso?
7. What are the natural resources of the State of Pennsylvania?
8. Locate the great cotton belt of the United States, and name four important cotton markets.
9. Name five of the most populous States of the United States, and bound two of them.
10. Draw in a group the Middle States, locating the principal rivers and mountains, and two cities in each State.

MUSIC. (Two credits each.)

1. Write the alphabetic names of the keys of D and A major.
2. Draw the staff and write the signatures of the keys of C, G, D, and A major.
3. How far does the effect of an accidental extend, and how far does the signature extend?
4. Draw a staff and write the following figures in notes in the key of G:
 $\frac{3}{4}$ 1, 3, 5, | 5-0, | 5, 6, 7, | 8-0, | 8, 6, 4, | 8, 5, 3, | 3-0, | 3, 5, 2, | 1-0, ||
5. What is the value of a dotted eighth note?

DRAWING. (Five credits each.)

Blank form for drawing furnished to the pupil, containing the following instructions:

1. To the pupil: draw without ruling or measuring from the copy placed before you. (Time allowed, 20 minutes.)
 To the teacher. Draw on the black-board the vase, example 9 from Drawing-book, or place before each pupil his book, open at page 9.
2. To the pupil: Draw in the space below any design you have made during the year from conventional leaves. (Time allowed, 45 minutes.)

Directions: Write below your design the name of the leaf you have used. Ruling, measuring, and tracing allowed.

SIXTH GRADE.

JUNE 8.

ARITHMETIC. (Two credits each.)

1. What is a prime number; least common multiple; compound fraction?
2. Reduce $\frac{4\frac{7}{8} - 1\frac{2}{3}}{8\frac{2}{7}}$ to its simplest form.
3. Divide the product of 41.02 and 4.008 by their difference.
4. What must be the width of a room 30 feet long and 12 feet high to contain 8,100 cubic feet of air?
5. Reduce $1.004\frac{1}{2}$ to a common fraction.
6. Multiply 2 acres, 3 roods, 5 rods, and 2 yards by 5.
7. Reduce $\frac{7}{11}$ of a mile to integers of lower denominations.

8. Reduce $\frac{4}{13}$ of a lb. to the fraction of a ton.
9. Reduce $\frac{9}{40}$ of a minute to the decimal of a week
10. Reduce 7 pwt., 6 grains to the decimal of a lb.

PHYSICS (Two credits each.)

1. State the difference between cohesion and adhesion. Give examples of bodies having great cohesive force.
2. Describe Hero's fountain. What principle does it illustrate?
3. What are the uses of the barometer, and on what principle does its action depend? Why will water rise higher in a vacuum than mercury will?
4. What is capillary attraction? Give some common applications of it.
5. When a pendulum is drawn to one side, what force gives it its downward motion? Why does it not stop at the lowest point? and what force carries it up on the opposite side?

SIXTH GRADE.

JUNE 9

GRAMMAR. (Two credits each.)

1. Name the parts into which English Grammar is divided, and define those you have studied.
2. State four "first words" that should begin with capital letters.
3. Write an example of each "part of speech," with its name opposite.
4. Mention three adjectives that cannot be compared, and state the reason.
5. Name the classes into which pronouns may be divided; give an example of each; write the name of each class opposite.
6. When is *as* a relative pronoun?
7. What is a collective noun? When is it in the singular number? Mention three collective nouns.
8. Write the plural of money, halo, sister-in-law, this, that.
9. Name the cases in which a noun or pronoun is in the nominative case "independent."
10. Write the following expressions correctly :
 An useful exercise. A adjective.
 I never liked those sort of bonnets.
 It was the most beautifulest thing I ever saw.
 Gentlemens, ladys, and childrens shoe's half-souled, healed, and repared hear.

HISTORY. (Two credits each.)

1. Name the French explorers, and state what portions of the American continent they respectively visited.
2. Describe the Quakers; give an account of their persecutions in Massachusetts; and mention the name of a distinguished man belonging to this sect, who afterwards founded a colony.
3. What were the Articles of Confederation?

4. What caused the revolt of the Pennsylvania troops in 1781? What other revolt broke out soon afterwards, and how was it suppressed?
5. State what you can of John Paul Jones.

SEVENTH GRADE.

JUNE 7.

GEOGRAPHY. (One and one-half credits each.)

1. What are the proofs of the rotundity of the earth?
2. Name the important topics of Mathematical Geography.
3. What is the difference between the climates of Eastern and Western United States, and that of Greenland and Iceland? How do you account for it?
4. Name the principal projections of land and inbreakings of the ocean around Europe.
5. What can you say of the political composition of the German Empire?
6. What are some of the natural resources of Asia? Speak of its civilization.
7. Name the principal islands of the Indian Archipelago, and the exports of each.
8. What are the situation and peculiarities of Rio Janeiro, Bahia, Sucre, and Potosi?
9. For what is Manila noted? Batavia? Adelaide? Melbourne? Honolulu?
10. Draw the diagram and outline of Europe, and draw the 40th, 50th, 60th, and 70th parallels.

MUSIC. (Two credits each.)

1. How large is a perfect Fifth, and how large is a flat Fifth?
2. How large is a sharp Seventh, and how large is a flat Seventh?
3. Give the alphabetic names of A minor harmonic form.
4. How many kinds of intervals in the harmonic form? Name them.
5. What is the signature of A minor?

DRAWING. (Five credits.)

Blank form for drawing furnished to the pupil, containing the following instructions :

1. To the pupil : In the space below draw from memory any form based on the cylinder or cone that you have previously drawn from the object. Time allowed, 30 minutes.

Directions : No ruling or measuring allowed.

2. To the pupil : In the space below draw any original design that you have already made ; geometrical form, 4 inches in diameter. Time allowed, 45 minutes.

Directions : Ruling, measuring, and tracing allowed.

SEVENTH GRADE.

JUNE 8.

ARITHMETIC. (Two and one-half credits each.)

1. Reduce .3125 of a mile to the decimal of an inch.
2. Reduce 2 pounds, 5 ounces, 12 pwts., 16 grains to the decimal of a pound.
3. Multiply 4 ft. 6" by 3 ft. 7'.
4. If 9 men in two days make 30 yards of cloth, in how many days can 12 men make 20 yards?
5. $2\frac{1}{2}$ is what per cent. of $1\frac{3}{4}$?
6. What is $\frac{7}{8}$ per cent. of 1647 bushels?
7. 927 yards is $118\frac{1}{2}$ per cent. of what?
8. Find the interest on \$400 for 2 years, 6 months, and 10 days at 13 per cent. per annum.
9. A what rate will \$600 amount to \$660 in 1 year and 3 months?
10. A commission merchant received \$8,000 to be invested in flour, first deducting his commission at 2 per cent.: what was his commission, and how much did he invest?

PHYSICS. (Two credits each)

1. What is evaporation? Why does not dew fall on a cloudy night?
2. If I hear the report of a gun five seconds after seeing its flash, what is my distance from the gun?
3. Describe Papin's apparatus. What forces cause the piston to rise and fall?
4. What is refraction of light? To one looking obliquely into a pool of water, will it appear deeper or shallower than it really is, and why?
5. How is chemical electricity produced? How may a simple battery be constructed?

SEVENTH GRADE.

JUNE 9.

GRAMMAR. (Two credits each.)

1. When is a noun or pronoun in the same case as another? Write the following sentence, and underscore the appositives or nouns in same case: "Webster, the orator and statesman, was not related to Webster, the author of an English dictionary."
2. What is an intransitive verb? Write two sentences, one containing an intransitive verb; in the other use a transitive verb, and underscore the object of the verb.
3. What may a verb in the potential mood express? Give its signs. Write a synopsis of the verb *learn* in the potential mood, third person, singular number, active voice.
4. What word-signs generally precede and indicate the subjunctive mood?

5. What is tense? Write a verb in each tense of the indicative mood.
6. What terms do not affect the form of the verb or pronoun?
7. An adverb is used to modify what?
8. What is an adjunct or prepositional phrase? Write a sentence containing two adjuncts, and underscore each adjunct.
9. What is a corresponding or correlative conjunction? Name three, and place the correlative opposite each.
10. Parse the italicized words in the following :

There is a *tide* in the affairs of men
Which, *taken* at the flood, *leads on* to fortune.

HISTORY. (Two credits each.)

1. Name the cities whose sites were formerly known by the following names : New Amsterdam, Fort Du Quesne, Fort Orange ; give a brief account of the settlement of the one which has since become the most populous.
2. Briefly describe several important events in the Revolutionary period whose centennial has been celebrated, and name other events in the same period whose centennial year has not yet arrived.
3. What were the provisions of the compromise of 1850?
4. State what you know of the following persons, naming them in the order in which they occur in history : David G. Farragut, Alexander Hamilton, James Oglethorpe.
5. Name the three great branches of our Government ; to which of these does the Supreme Court belong? The Treasury Department? The United States Army? The Senate?

EIGHTH GRADE—SECOND DIVISION.

JUNE 7.

GEOGRAPHY. (One and one-half credits each.)

1. What are the latitude and longitude of the place where you live?
2. Which is the most populous and flourishing of the Southern States, and what are its chief industries, its capital, and chief city?
3. What important cities on or near the 60th parallel, north?
4. Locate the following cities : Batavia, Hobart Town, Palembang, and Perth.
5. What is the main watershed of high Europe, and how many and what rivers rise in that section?
6. Name five of the loftiest volcanoes in the world.
7. How many and what are the kinds of ocean currents? What is the cause of each?
8. Which is the most extensive of the ocean currents and by what is it caused?
9. Name the various possessions under the dominion of Queen Victoria.
10. Name and describe the three principal forms of government.

MUSIC. (Two credits each.)

1. Write upon a single line four measures in $\frac{4}{4}$ time, commencing with the out beat.
2. Write the scale of F sharp major with its signature.
3. Write the scale of G flat major with its signature.
4. Write the signature of B major with alphabetic names.
5. Write the signature of D flat major with alphabetic names.

DRAWING. (Five credits each.)

Blank form for drawing furnished to the pupil, containing the following instructions:

1. To the pupil: Draw in the space below a goblet or vase from the memory of one you have drawn from the object. Time allowed, 30 minutes.

Directions: No ruling or measuring allowed.

2. Draw in the space below any design you have made during the year. Time allowed, 45 minutes.

Directions: Ruling, measuring, and tracing allowed.

EIGHTH GRADE—SECOND DIVISION.

JUNE 8.

ARITHMETIC. (Two and one-half credits each.)

1. Reduce $\frac{3}{4}$ of an acre to integers of lower denominations.
2. What fraction of a foot is $7' 9'' 4'''$.
3. If 4 men in 10 days of 8 hours each can build 230 feet of wall, in how many days of 10 hours each can 40 men build 600 feet?
4. Seven feet 2 inches is what per cent. of 6 rods?
5. What is the interest on £900 3s. 8d. for 1 year, 7 months, and 8 days at 5 per cent. per annum?
6. Define prime number, complex fraction, simple proportion, acceptance, (of a bill of exchange,) indorsement
7. In what time will \$430 amount to \$500 at 3 per cent. per annum?
8. How many shares of stock, par value \$50, at 18 per cent. discount, can be bought for \$6,150?
9. What will 17 hectoliters, 74 liters, and 24 centiliters cost at 5 cents a deciliter?
10. Extract the square root of 9,548,129.

HISTORY. (Two credits each.)

1. Write the names of the following cities in the order in which they were founded, the name of the founder, or of some one prominent in their early history, and mention the peculiar circumstances under which the one last mentioned was settled: Savannah, Boston, New York, Philadelphia, Providence.

2. State briefly the cause of the Revolutionary War; the War of 1812; the Mexican War. Name three great battles in each, and state what advantage you think the United States derived from each of these wars.
3. State what you know of the following persons: Sir Francis Drake, Richard Henry Lee, Aaron Burr.
4. When a Senator dies or resigns, how is his place filled? A member of the House of Representatives? A Judge of the Supreme Court?
5. What is said in the Constitution of the United States about the District of Columbia? In what year and under whose administration was this provision of the Constitution carried into effect?

EIGHTH GRADE—SECOND DIVISION.

JUNE 9.

GRAMMAR. (Two credits each.)

1. When does a proper noun become a common noun? Write a sentence showing an example.
2. Name four classes of substantive or noun clauses; make sentences, each containing a substantive clause, one of each kind or class, and underscore it.
3. Write the plural of soliloquy, synopsis, erratum, hanger-on, dormouse, talisman, terminus, madam.
4. Name, in both voices, all the participles and infinitives of the verb, "lay, to place;" separate the voices by a vertical line, and write an example opposite each form.
5. Write a complex sentence containing an adjective clause, underscore the adjective clause and the word modified by it.
6. Write a compound sentence containing an adverbial clause, underscore the adverbial clause, and the word or expression it modifies.
7. Name the chief divisions of prose and of poetry.
8. Correct the following, (three credits:)

Who did you take me to be?

He was more active than any other of his companions.

She was much affected by the discourse.

These are neither George or Fannys books.

Solomon was wiser than any of the ancient kings.

If any of you brings your book I will hear your lesson.

9. Write the annexed sentence, state its class; write each clause, supplying words necessary to complete grammatical structure; draw a vertical line between each entire or logical subject and its predicate; parse the words in italics, (three credits.)

"Some positive, persisting *fops* we know,

Who, if once wrong, will need *be* always so;

But you, with pleasure, own your errors *past*,

And make each day a *critique* on the last."

PHYSIOLOGY. (Two credits each.)

1. What two properties do muscles have? What are involuntary muscles? Give examples.

2. Describe the two fluids secreted by the skin. Why does a person feel more uncomfortable in a moist than in a dry atmosphere?
3. What two classes of vessels take the food from the intestines into the circulatory system? Describe briefly absorption by the lacteals.
4. What are the divisions of the nervous system? Describe the sympathetic system and state what you can of its uses.
5. Describe the drum of the ear. What is the use of the outer ear?

EIGHTH GRADE—FIRST DIVISION.

JUNE 7.

GEOGRAPHY. (One and one-half credits each.)

1. State the three divisions of geography and the chief topics which each considers.
2. Name the five river systems of North America, with the chief representatives of each.
3. Plains receive in different parts of the world, according to their characteristics, six distinctive names: what are these and where does each apply?
4. Trace a water-route, in the direction of the equator, from Aspinwall around the globe to Panama.
5. The Empire of Brazil; its extent, resources, industries, trade, and civilization.
6. Locate the following cities: Warsaw, Auckland, Beyrout, Pernambuco.
7. Where are the following islands and of what country the possession: Bermudas? Falkland? Canary? Marquesas?
8. Name the provinces in the Dominion of Canada. What parts of British America are not included in the Dominion?
9. To what race do the Hindoos belong? the Turks? the Esquimaux?
10. In going directly west from Washington to Sacramento through what States would you pass?

MUSIC. (Two credits each.)

1. Write upon a single line four measures in $\frac{4}{4}$ time, commencing with the out beat.
2. Write the scale of F sharp major with its signature.
3. Write the scale of G flat major with its signature.
4. Write the signature of B major with alphabetic names.
5. Write the signature of D flat major with alphabetic names.

DRAWING. (Five credits each.)

Blank form for drawing furnished to the pupil, containing the following instructions:

1. To the pupil: Draw in the space below a goblet or vase from the memory of one you have drawn from the object. Time allowed 30 minutes.

Directions: No ruling or measuring allowed.

2. Draw in the space below any design you have made during the year.
Time allowed, 45 minutes.

Directions : Ruling, measuring and tracing allowed.

EIGHTH GRADE—FIRST DIVISION.

JUNE 8.

ARITHMETIC. (Two and one-half credits each.)

1. What is the ratio of $\sqrt{\frac{3136}{7056}} - \left(\frac{225}{2025}\right)^{\frac{1}{2}} \div 2^2$ to $\left(\sqrt{\frac{9^{\frac{1}{2}}}{3^2}} \times \sqrt{\frac{3^2}{9^2}}\right) \div \left\{\sqrt[3]{54.872} - (21.952)^{\frac{1}{3}}\right\}$?
2. A merchant, on opening a case of goods that cost 80 cents a yard, finds them slightly damaged : how must he mark them, to fall 25 per cent. in his asking price, and sell at cost?
3. If 6 boxes of starch and 7 boxes of soap cost \$33, and 12 boxes of starch and 10 boxes of soap cost \$54, what is the price of 1 box of each?
4. What must be paid in New York for a draft on San Francisco, at 90 days, for \$5,600, the course of exchange being $102\frac{1}{2}$ per cent?
5. For how much must I draw my note at 90 days, in order that when discounted at a bank, at 7 per cent., its avails will pay for $137\frac{3}{4}$ yards of cloth at $\$2\frac{5}{8}$ a yard?
6. A and B are in trade ; A's capital is twice that of B's ; B gains 50 per cent., and A loses \$4,000, when A has $\frac{2}{3}$ as much as B : what was the original capital of each?
7. How long will it take three two-inch pipes to empty a cistern, which is filled by two three-inch pipes, in 1 hour and 20 minutes?
8. The dimensions of a bushel measure are $18\frac{1}{2}$ inches wide, and 8 inches deep : what should be the dimensions of a similar measure that would contain 8 bushels?
9. I have three notes payable as follows : one for \$400, due January 1, 1880 ; another for \$700, due September 1, 1880 ; and another for \$1,000, due April 1, 1881 : what is the average of maturity?
10. A speculator purchases 6 hectares of land for \$1,050, and divides it into lots of 8 acres each : what must be the price per lot to gain 30 per cent?

HISTORY. (Two credits each.)

1. Give the names of four famous explorers of the sixteenth century, with the region of country traversed by each.
2. What were the important events of President Pierce's administration?
3. State concisely the meaning and history of the following : Navigation Acts, Monroe Doctrine, Tenure-of-office Bill.

4. What restriction is placed by the Constitution upon members of Congress as regards civil offices?
5. What provision is made by the seventh amendment in regard to the right of trial by jury.

EIGHTH GRADE—FIRST DIVISION.

JUNE 9.

GRAMMAR. (Five credits each.)

1. Etymology and Syntax :
 - (a) What may a verb in the potential mood express?
 - (b) Define a conjunctive adverb and a modal adverb.
 - (c) What may the independent element of a sentence be?
 - (d) Of what may a compound sentence consist?
 - (e) State the principles governing the arrangement of words in sentences.
2. Syntax to be corrected, naming the rule violated :

I do not recollect ever having paid it.
 Though the fact be extraordinary, yet it is true.
 He has little of the scholar besides the name.
 Whatever others do, let thou and I act wisely.
 On either side of the river grew the tree of life.
3. Parse in full each word italicized :

Pay no moment *but* in purchase of its worth ;
 And *what* its *worth*, ask death-beds—they can tell.
4. Analyze—

Spirits are not finely touch'd
 But to fine issues : nor nature never lends
 The smallest scruple of her excellence,
 But, like a thrifty goddess, she determines
 Herself the glory of a creditor,
 Both thanks and use.

ALGEBRA. (Two credits each.)

1. Define and illustrate the difference between a coefficient and an exponent ; a factor and a root ; homogeneous terms and similar terms.
2. If $a = 1$, $b = \frac{2}{3}$, $x = 7$, and $y = 8$, find the value of—

$$5(a-b)\sqrt[3]{(a+x)y^2} - b\sqrt{(a+x)y} + a.$$
3. Simplify

$$\frac{\frac{m^2+n^2}{n} - m}{\frac{1}{n} - \frac{1}{m}} \times \frac{m^2-n^2}{m^3+n^3}$$
4. A farmer bought equal numbers of two kinds of sheep, one at \$3 each, the other at \$4 each ; if he had expended his money equally in the two kinds he would have had two sheep more than he did : find how many he bought.
5. In a concert-room a certain number of persons are seated on benches of equal length ; if there were ten more benches one person less might sit on each bench ; if there were fifteen fewer benches two persons more must sit on each bench : find the number of benches and the number of persons seated on each.

ADVANCED GRAMMAR SCHOOLS.

NINTH GRADE.

MAY 25.

PHYSICS. (Twenty credits.)

1. Two balls are dropped into a mine, one of them 3 seconds before the other: what space are they apart 5 seconds after the first was let fall?
2. Name and define the properties of solids dependent on molecular action; give examples of high and of low degrees of these properties.
3. Equilibrium of liquids—general conditions; case of liquids in communicating vessels, and of vessels containing liquids of different densities.
4. How is the rate of vibration of a string affected by its length, thickness, tension, and density? State the laws.
5. Explain why no dew is formed in cloudy weather, why ice forms readily in a vacuum, why a burning taper is readily extinguished on a cold metallic surface.
6. What are the theories respecting the permanent colors of opaque bodies?
7. Illustrate by a drawing the formation of a virtual image by a concave reflector; define the position of the object and describe the image.
8. What is magnetic induction? Give example, and explain it on the two-fluid theory.
9. Mention the several methods of electrifying bodies. What is meant by the "power of points?"
10. Explain fully how you would make a simple galvanic battery.

DRAWING. (Ten credits)

Blank form for drawing furnished the pupil, containing the following instructions:

1. To the pupil: Draw in the space below, from memory, a cube, and upon it a bowl, or any other object you have previously drawn. Time allowed, 40 minutes.

To the teacher: If convenient the solid model may be placed before the pupil instead of the above exercise. No ruling allowed.

2. To the pupil: Draw in the space below any design you have made during the year. Time allowed, 45 minutes.

Directions: Ruling, measuring, and tracing allowed in this exercise.

NINTH GRADE.

MAY 26.

ALGEBRA. (Twenty credits.)

1. A and B run a mile; first A gives B a start of 44 yards and beats him by 51 seconds; at the second heat A gives B a start of 1 minute 15 seconds, and is beaten by 88 yards: find the speed of each.

2. Write down the 49th term of $(a-x)^{50}$; expand to four terms $(a^2-bx)^{\frac{2}{3}}$.
3. Extract the square root of $\frac{a^4}{4} + \frac{a^3}{x} + \frac{a^2}{x^2} - ax - 2 + \frac{x^2}{a^2}$.
4. Divide $x^{\frac{3}{2}} - xy^{\frac{1}{2}} + x^{\frac{1}{2}}y - y^{\frac{3}{2}}$ by $\sqrt{x} - \sqrt{y}$.
5. State clearly the four properties of equations of the second degree.
6. Given $\begin{cases} x^2 - 4y^2 = 9 \\ xy + 2y^2 = 18 \end{cases}$ to find x and y .
7. The number of soldiers present at a review is such that they could all be formed into a solid square, and also could be formed into 4 hollow squares, each 4 deep and each containing 24 more men in the front rank than when formed into a solid square: find the whole number.
8. Find the number of arithmetical means between 1 and 19 when the second mean is to the last as 1 to 6.
9. If four quantities be proportionals, prove that they are proportionals when taken inversely or alternately.
10. Find the sum to infinity of $1 : -\frac{1}{2} : +\frac{1}{4} : -\frac{1}{8} : + \dots$.

HISTORY. (Fifteen credits.)

1. Compare the three main branches of the Caucasian race.
2. The Shepherd Kings—their invasion of Egypt, their rule, their overthrow; the period following their expulsion.
3. The Persian Empire—how founded? how organized? Give some account of the conquests of Cyrus.
4. Which of the Oriental nations rank first in respect to each of the following: Commerce, manufactures, architecture, literature, science, extent of conquests, political system, purity of religion?
5. Geography of Greece—two important features; what were the “Isles of Greece?”
6. What was the real cause of the Peloponnesian war? What the immediate occasion of its outbreak?
7. Give an account of the conspiracy of Cataline; what were the four political factions of this period?
8. How was the government of the Roman Empire administered in the time of Augustus?
9. What were the real causes of Roman persecution of the Christians? Some of the results of Constantine’s conversion?
10. Of the eminent poets, historians, philosophers, orators, dramatists, and artists of ancient history, name three each, indicating the country to which they belonged.

NINTH GRADE.

MAY 27.

ENGLISH LITERATURE. (Twenty credits.)

1. Name the three chief elements of the English language, in the order of their importance, and state how and when each element became a part of the language.

2. At what period did the language become *English*, and how was the change brought about?
3. Give a brief account of the earliest extant English writing.
4. Name the principal words attributed to King Alfred.
5. How and at what period was romance introduced into English literature?
6. Give a brief sketch of the life and writings of Chaucer.
7. For what was each of the following writers especially distinguished : Wyatt, Surrey, Caxton, Ascham, Tyndale, and Coverdale?
8. State the author and the plan of "Utopia." Does this work properly belong to the English literature?
9. Name in chronological order the authors of the following works, specifying the century to which each author belonged : Julius Cæsar ; Assembly of Fowls ; Epithalamium ; First English translation of the Bible ; Sir Roger de Coverley papers.
10. Write a brief comparative estimate of the two leading conspirators in the play of Julius Cæsar.

BOTANY. (Fifteen credits.)

1. What are some of the advantages of the study of Botany?
2. What are some of the uses of the plant to man?
3. Describe the growth of the plant from the seed.
4. Describe the different parts of the flower, and tell their use.
5. Define the fruit, and name some of the different kinds.
6. Describe a stone fruit.
7. Describe a strawberry and a blackberry.
8. Describe the plant-cell.
9. Describe some of the different plant products.
10. Describe the process of plant analysis.

TENTH GRADE.

MAY 25.

GEOMETRY AND TRIGONOMETRY. (Twenty credits.)

1. Theorem :—Two triangles having an angle of the one equal to an angle of the other, and the sides including these angles proportional, are similar.
2. If from the diagonal BD of a square $ABCD$, BE be cut off equal to BC , and EF be drawn perpendicular to BD , show that DE is equal to EF , and also to FC .
3. A grindstone, 4 feet in diameter, has been worn off 4 inches all round : allowing that the portion of the stone within 5 inches of the centre is of no value, what fractional part of the stone has been used?
4. Theorem :—If two straight lines are cut by parallel planes, they are divided proportionally.
5. A hollow ball, 10 inches in diameter, contains within itself another ball 3 inches in diameter : write an expression for the volume of water required to fill the space between them.

6. Show that a cone, hemisphere, and cylinder having equal bases and the same altitude are as the numbers 1, 2, 3.
7. Given S , the surface of a cube, to find its edge, diagonal, and volume. What do these become when $S = 54$?
8. Theorem :—In any plane triangle, the sides have the same ratio as the sides of the opposite angles.
9. If the moon's horizontal parallax is $57' 9''$, what is its distance from the earth?
10. To determine the distance of a fort from two ships of war, the vessels sail directly from each other 440 yards; the horizontal angle at each, between the other and the fort, is then measured, viz. : $83^\circ 45'$ and $85^\circ 15'$: required, the distance from the fort to each vessel.

DRAWING. (Ten credits.)

Blank form for drawing furnished to the pupil, containing the following instructions :

1. To the pupil : Draw in space below from memory a cube, and upon it a bowl or any other object you have previously drawn. Time allowed, 40 minutes.

To the teacher : If convenient the solid model may be placed before the pupil instead of the above exercise. No ruling allowed.

2. To the pupil : Draw in space below any design you have made during the year. Time allowed, 45 minutes.

Directions : Ruling, measuring, and tracing allowed in this exercise.

TENTH GRADE.

MAY 26.

PHYSICAL GEOGRAPHY. (Twenty credits.)

1. Explain the formation of geysers. Where are the most remarkable geyser regions?
2. Describe the two distinct types of mountain chains, and give examples.
3. What is the general plan of structure of South Africa?
4. Describe the drainage of Europe, mentioning the separate hydrographical centres.
5. Explain the diurnal land and sea breezes.
6. What is the position and cause of the equatorial calms?
7. What influence has relief and surface on amount of rain received?
8. Describe the transportation of rocks by glaciers. What are moraines?
9. By what classes of animals is North America characterized? South America?
10. What is the general law of the variation of types in man?

HISTORY. (Fifteen credits.)

1. What are the chief Teutonic tribes, and to what countries did they move about the time of the downfall of Rome?

2. How extensive a dominion did the Saracens acquire, and how long did their power continue?
3. In what way was temporal power first obtained by the popes?
4. Narrate briefly the events of the second crusade.
5. Give the circumstances connected with the granting of Magna Charta and the establishment of Parliament.
6. Purpose of the "Invincible Armada" and effect of its defeat.
7. The general character of the Thirty-years' War and the nature of the treaty which closed it.
8. Russia—reason of its backwardness till comparatively recent times; names of its two greatest rulers; what is meant by the "Partition of Poland?"
9. Give in order the changes in form of the French government from Louis XVI to the present time.
10. Mention some of the reforms in English politics brought about during the reign of the present sovereign.

TENTH GRADE.

MAY 27.

ENGLISH LITERATURE. (Twenty credits.)

1. Give a brief account of the origin of English dramatic literature, and the character of the plays at first represented.
2. How did the *Moralities* differ from the earliest plays, and when were the latter superseded?
3. State some facts concerning the first English tragedy; the first comedy.
4. Compare the early English theatres with those of the present day.
5. Define and illustrate an anachronism; give some instances of anachronisms in Shakspeare's writings.
6. Name four dramatic contemporaries of Shakspeare, and state some facts concerning each.
7. Write a brief estimate of the character of Cardinal Wolsey, as obtained from your study of the play of Henry VIII.
8. Describe Shakspeare's method of delineating character, and state wherein it differs from that of inferior authors.
9. Name the most distinguished prose writer of the Elizabethan period, and give some account of his best-known productions.
10. State some points of resemblance between the style of Shakspeare and that of Bacon.

RHETORIC. (Fifteen credits.)

1. Mention the qualities of a good subject, and state what should be its relation to the writer and to the occasion.
2. Name the parts of a composition, and give some directions in regard to each.

3. Style—definition, general law, description of most common varieties.
4. Explain the meaning of the terms unity, energy, and harmony, as applied to sentences.
5. Name and define the rhetorical figures founded on contrast.
6. Illustrate by examples the several methods of varying the diction of an expression.
7. Criticism—its elements and what each comprises. Define taste.
8. What should be the successive steps in the process of description?
9. Mention the different kinds of oratory, and give a classification of poems.
10. State the subjects of your essays during the past year, and give an analysis, from memory, of any one of them.

SPECIAL PRIZES, 1880.

KENDALL AND KING SCHOLARSHIPS, PRIZES FOR DRAWING, AND AMIDON MEDAL.

WHITE SCHOOLS OF WASHINGTON AND GEORGETOWN AND THE COUNTY SCHOOLS.

Regulations of the Board Governing the Award of Prizes.

KENDALL AND KING SCHOLARSHIPS.

The Kendall Scholarship in the Columbian University and the King Scholarship in Dickinson College, the former for six and the latter for four years. will be awarded in the Advanced Grammar School for Boys, to the pupils receiving the highest marks at a competitive examination. In this examination the school shall be represented by fifteen pupils.

The candidates shall be examined in Davies' Practical Arithmetic; Kerl's Common School Grammar and Hill's Elements of Rhetoric; Guyot's Physical Geography; Swinton's Outlines of History, Davies' Elementary Algebra, and Bradbury's Elementary Geometry and Trigonometry; Franklin Sixth Reader and Speaker, including the Introductory Treatise; Spelling, (thirty-two words to be given;) Penmanship.

The marks shall be divided as follows: For arithmetic, sixteen; for grammar and rhetoric, sixteen; for history, geography, and algebra, twelve each; for geometry and trigonometry, twelve; for reading and spelling, eight each; for penmanship, four.

In conducting the examination the candidates shall be designated by numbers, by which alone they shall be known to the examiners. The examiners shall report to the Superintendent, and forward to him, in sealed envelopes, the numbers of the candidates, with the marks received by them respectively. At the next meeting of the Board the envelopes shall be opened by the Committee on Examinations, and the names of the successful candidates shall be announced and the prizes awarded to them. The examination papers shall not be inspected by any person except the examiners, who, with the candidates, alone shall be present at the examination.

THE AMIDON MEDAL.

The Amidon Medal will be awarded to the pupil in the Girls' class of the Eighth Grade in the Fourth School Division who shall be adjudged by the concordant votes of her teacher and her schoolmates to be most distinguished for "amiability and scholarship." The votes shall be taken by ballot, in presence of the Sub-Board, at such times as it may designate.

SPECIAL PRIZES.

Kendall Scholarship in Columbian University.

LEWES D. WILSON.

King Scholarship in Dickinson College.

JOSEPH G. FALCK.

Prizes for Drawing in Special Classes for Boys.

FIRST CLASS.

ERNEST S. MAJOR.....	Gold Medal, for best Original Design.
W. A. ROSENBAUM.....	Honorable Mention.
HERMAN H. BIRNEY.....	{ Gold Medal, for best Drawing on Black-board from Dictation.
JOHN POOLE, JR	Honorable Mention.
WILLIAM L. SPEIDEN	Gold Medal for best Drawing-book.
TITUS ULKE.....	Honorable Mention.

SECOND CLASS.

WALTER DONALDSON.....	{ Course of lessons in Model and Cast Drawing, for best Object Drawing.
FREDERICK HURLEBAUS.....	Honorable Mention.
JOHN W. STOCKETT.....	{ Course of lessons in Mechanical Drawing, for best Geometrical Drawing.
W. J. STEVESON	Honorable Mention.
A. KLAKRING.....	{ Parallel of Historical Ornament, for best Design.
WILLIAM A. LOWELL.....	Honorable Mention.

Amidon Medal.

For Amiability and Scholarship in School No. 2, Grade No. 8, Fourth Division.

ALICE TOWERS HERCUS.

SUPERINTENDENT COOK'S REPORT.

*To the Board of Trustees of Public Schools
of the District of Columbia :*

GENTLEMEN: I have the honor to submit my ANNUAL REPORT
of the Colored Schools of Washington and Georgetown.

*Summary of Statistics for the School-year ending June 30,
1880.*

[FORM RECOMMENDED BY THE NATIONAL EDUCATIONAL ASSOCIATION, AT DETROIT,
MICHIGAN, IN AUGUST, 1874.]

Items designated by "C" relate exclusively to Colored schools.

1. Washington and Georgetown.			
2. District of Columbia.			
C.	3. Total population according to census of 1878, 46,456.		
4. Legal school-age, between 6 and 17 years, (inclusive.)			
C.	5. Number of school population, according to census of 1878.	Under 6.....	None.
		Between 6 and 16.....	9,660
		Over 16.....	727
		Total number of legal school-age.....	10,387
C.	6. Whole number of different children enrolled in public schools, excluding duplicate enrolment.	Under 6.....	None.
		Between 6 and 16.....	7,922
		Over 16.....	158
		Total.....	8,080
C.	7. Estimated enrolment in private and parochial schools for the school-year....		300
	8. Number of school days in the year.....		203
C.	9. Number of days the schools were taught.....		197
C.	10. Estimated real value of property used for school purposes.	Grounds or sites.....	\$53,440
		Buildings.....	209,932
		Furniture.....	25,333
		Apparatus.....	
			Total.....	$288,705

11. Total taxable property of city.....	Estimated cash value of.....	\$81,377,253
	Assessed valuation of.....	81,377,253
12. Tax for school purposes.....	Mills per dollar of cash value.....	No separate school tax levied.
	Mills per dollar of assessed value.....	

	ELEMENTARY SCHOOLS.		High schools, or third four years of the school-course.	City normal school.	Evening schools.	Grand total of city school-system.	Private and parochial schools corresponding in scope with public schools.	Grand total of all schools, public and private.
	Primary schools for children in the first four years of the course.	Grammar schools for children in the second four years of the course.						
	A.	B.	C.	D.	E.	F.	G.	H.
C. 13. Number of school-rooms in which pupils are seated for both study and recitation under charge of one teacher.....	72	16	3	1	None.	92		
C. 14. Number of school-rooms in charge of two or more teachers teaching in the same room or in recitation-rooms.....	1	7	0	None.	None.	8		
C. 15. Number of rooms used for recitation only.....	1	6	.....	None.	None.	7		
C. 16. Number of different school-buildings, not counting more than one upon a single lot, unless they be used for different classes of schools, as for grammar and for high, high and normal, &c.....				None.	None	15		
C. 17. Number of sittings for study.....	4,356	1,359	120	20	None.	5,855		
C. 18. Number of teachers January 1, including principals.....								
Males.....	1	2	0	0	None.	3		
Females.....	97	26	3	1	None.	127		
Total.....	98	28	3	1	None.	130		
C. 19. Average number of teachers employed.....								
Males.....	1	2	0	0	None.	3		
Females.....	96	26	3	1	None.	126		
Total.....	97	28	3	1	None.	129		
C. 20. No. of scholars.....								
Enrolled.....	3,077	522	19	0	None.	3,618		
Females.....	3,507	861	75	19	None.	4,462		
Total.....	6,584	1,383	94	19	None.	8,080		
Average daily attendance.....								
Males.....	2,292	473	16	0	None.	2,781		
Females.....	2,841	726	64	19	None.	3,650		
Total.....	5,133	1,199	80	19	None.	6,431		
C. 21. Average daily attendance per teacher, excluding special teachers.....	53	46	27	19	None.	51		

SUPERINTENDENT COOK'S REPORT.

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C. 22. ANNUAL SALARIES.

	MAXI- MUM.	MINI- MUM.	AVER- AGE.
Of city superintendent.....	\$2,250	\$2,250	\$2,250
Of assistant superintendents.....	Male..... Female.....	None. None.	None. None.
Of principals in primary schools, no class of which has completed the fourth year's course of study.....	Male..... Female.....	None. None.	None. None.
Of assistants in primary schools.....	Male..... Female.....	None. None.	None. None.
Of principals in grammar schools, the lowest class of which has completed the fourth year's course.....	Male..... Female.....	1,000 1,000	1,000 807
Of assistants in grammar schools.....	Male..... Female.....	None. None.	None. None.
Of principals in high schools.....	Male..... Female.....	None. 1,350	None. 1,350
Of assistants in high schools.....	Male..... Female.....	None. 950	None. 925
Of principals in normal schools.....	Male..... Female.....	None. 1,350	None. 1,350
Of assistants in normal schools, including critic teachers.....	Male..... Female.....	None. 650	None. 650
Of teachers in evening schools.....	Male..... Female.....	None. None.	None. None.
Of special teachers.....	Music..... Drawing..... Penmanship.....	800 1,100 None.	800 1,100 None.

RECEIPTS.

23. Balance on hand from last school-year.....		None.
24. Amount received from interest on per- manent funds.....	State..... County..... Local.....	None. None. \$2,224 71
		\$2,224 71
25. Amount received from taxation.....	State..... Local.....	None. \$426,578 93
		426,578 93
26. Amount received from tuition fees.....		None
27. Amount received from all other sources.....		132 30
Total receipts.....		\$428,935 94

EXPENDITURES.

C. 28. Permanent.....	For sites and buildings.....	None.
	For furniture and apparatus..	\$343 20
	For libraries.....	None.
		\$343 20

EXPENDITURES—Continued.

C. 29. Payment of indebtedness incurred in previous years.	{ Bonds, (including interest)..... Floating, " "	None. None.		None.
C. 30. Tuition.....	{ Cost of supervision, including salaries of principals not regularly employed in teaching any class or classes not otherwise provided for, or a due proportion of salary where only part of the time is given to supervision..... Amount paid for teaching.....	\$4,250 00 76,781 14		\$81,031 14
C. 31. Incidental or contingent expenses.	{ Officers of the board, secretaries, messengers, &c..... Pay of janitors of buildings..... Fuel..... Rent..... Insurance..... Repairs..... School-books supplied for use of pupils..... All other supplies and current expenses....	\$905 00 6,136 78 2,131 60 4,048 00 55 00 4,745 04 512 22 4,426 52		22,960 16
31a. Amount expended by White schools.....				286,959 99
Total expenditures.....				\$391,294 49
C. 32. Average expenses per capita.	{ Supervision and instruction, based on average daily attendance..... Incidental or contingent expenses, (31,) based on average daily attendance.....		\$12 63	3 58

POPULATION AND ACCOMMODATION.

CITIES.	School population, census of 1878.	Number of seats.		Increase.	Percentage of seats on school population.		Increase.	No. of children for whom there is no provision.
		1878-'79.	1879-'80.		1878-'79.	1879-'80.		
Washington.....	9,593	5,296	5,441	145	55.2	56.7	1.5	4,152
Georgetown.....	794	411	414	3	51.7	52.1	.4	380
Total or average.....	10,387	5,707	5,855	148	54.9	56.3	1.4	4,532

The entire Colored population of Washington and Georgetown is 46,456, according to the local census of 1878. The Colored school population, which embraces all children between the ages of 6 and 17 years, both inclusive, is 10,387,

of which number 9,593 are in Washington, and 794 in Georgetown.

As shown by the table, there were 5,855 sittings provided for this population, or 148 more than in the preceding year. This provision embraced 56.7 per cent. of the school population in Washington, and 52.1 per cent. of that in Georgetown. The number of children of school ages without provision in the former city was 4,152, and in the latter 380.

The following table shows the number of rooms owned and the number rented, with the amount of annual rental, the square feet of ground owned, and the value of school property, in this Division and in each of its Sub-Divisions.

SUB-DIVISIONS, &C.	SCHOOL ROOMS.		Number of seats.	Rent paid per annum.	Average rent per an'm.	Square feet of ground owned.	Value of ground.	Value of buildings.	Value of furniture.	Total value.
	Owned.	Rented.								
First.....	21	10	1,881	\$2,000	\$200	41,511	\$25,740	\$99,000	\$11,140	\$135,880
Second.....	11	14	1,476	2,048	146	8,640	5,000	18,350	4,350	27,700
Third.....	19	.....	949	.....	.....	49,594	15,000	57,000	4,173	76,173
Fourth.....	19	.....	1,135	.....	.....	17,088	5,700	32,582	4,370	42,652
Fifth.....	8	.....	414	.....	.....	5,800	2,000	3,000	1,300	6,300
Total 1879-'80...	78	24	5,855	4,048	169	122,633	53,440	209,932	25,333	288,705
Total 1878-'79...	77	23	5,707	3,500	152	122,633	53,440	209,932	24,990	288,362
Increase.....	1	1	148	548	17	.....	.....	.....	343	343

The entire number of school-rooms is 102, of which 78 are owned and 24 rented. All were occupied by schools except two in the Lovejoy Building and the two in the building on Eighteenth, between B street and Massachusetts avenue, southeast. The school population in this section of the Third Sub-Division is not so large, hence their use was not required.

The amount paid for rent was \$4,048. In the preceding year it was \$3,500, or \$548 less. The average rent per room was \$169, or \$17 more than in 1878-'79.

There has been no addition to the school sites in this Division of the Public Schools of the District of Columbia since 1871, nor increase in the number of permanent buildings since 1876. . In 1877-'78 \$13,545.41 were expended for permanent improvements which, with the exception of a small sum for furniture, were confined to the re-erection of the John F. Cook Building, destroyed by fire the previous year. Since that year the only expenditures for permanent improvements in this Division have been for furniture, amounting in the aggregate to \$606.20.

This dearth of expenditure for accommodation, in the face of the fact that almost one-half of the school population has not been provided for, cannot be attributed to excessive nor disproportionate disbursements in the two remaining general items of expenditure, salaries and incidentals, on which cost per capita for instruction is based, since the records show that, within this period, proportionately as many children have been instructed in the Public Colored Schools of Washington and Georgetown as in the other Public Schools of these cities, and at a cost averaging more than two dollars less per capita.

The due execution of the provisions of the act of Congress of 1864 would show, in this period, amounts saved by less cost per capita for instruction and proportions from expenditures for permanent improvements by the other Public Schools of Washington and Georgetown sufficient to provide excellent and ample permanent accommodation for about twelve hundred of the school population.

In my last report I stated in what localities school-buildings are more needed. I renew the recommendations therein made, except so far as they relate to that section lying north of Rhode Island avenue and east of Thirteenth street, west, as in the completion of the building now in course of erection at the corner of Tenth and V streets, northwest, accommodation, excellent and ample for the present, will be furnished for that locality.

SCHOOLS.

The Seventh Division of the Public Schools of the District of Columbia embraces all the Public Colored Schools of Washington and Georgetown. For the sake of better organization the Division is divided into five Sub-Divisions, the first four embracing Washington and the fifth Georgetown.

From September to January, inclusive, during the first term of the school-year, there were 117 schools: First Grade, 33; Second Grade, 22; Third Grade, 20; Fourth Grade, 17; Fifth Grade, 10; Sixth Grade, 7; Seventh Grade, 3; Eighth Grade, 3; High, 1; and Normal, 1.

In three of the Sub-Divisions reduced numbers, from forfeiture of seat and withdrawal, and the failure of acting teachers to qualify themselves at the December examination for full teachership, presented opportunity, at the regrading of the schools after the January examination, to close three schools, by transferring the pupils to other schools of like grade. The schools closed were Nos. 6, 2, and 3, respectively, located in the First, Third, and Fourth Sub-Divisions, and all of First Grade.

There were twenty schools more than school-rooms. To meet this deficiency it was necessary in many instances to have two schools, of First or Second Grade, occupy one room—one in the forenoon and the other in the afternoon. In my opinion, the best interests of the schools demand a room for each school. In joint occupancy of one room there are obstacles to the most efficient school condition, among which are the too late and unseasonable hours for the session of one of the schools; the too little time in the interval between the dismissal of one school and the assembling of the other, for due renovation of the school-room, and, in its want, consequent injury to health; and the difficulty experienced in fixing responsibility for the proper care of school property.

ENROLMENT AND ATTENDANCE.

The whole number of pupils enrolled, including the Normal School, was 8,080, or 349 more than in the preceding

year. Of this number 7,460 were enrolled in Washington, and 620 in Georgetown. In the former city the entire enrolment embraced 77.7 per cent. of the school population, and in the latter 78.

The average number of pupils enrolled in the two cities was 6,573; and the average number in daily attendance, 6,412. The average enrolment was 288, and the average daily attendance 284 greater than in 1878-'79.

The following table shows the number of pupils on the rolls on the last day of each month, and the average number of pupils enrolled each month; it also shows, in each item, the average number to the teacher, and its comparison with the same in the preceding school-year:

Months.	No. of pupils on the rolls the last day of each month.			Average No. to the teacher.			Average No. of pupils enrolled each month.			Average No. to the teacher.			
	1878-'79.	1879-'80.	Increase.	1878-'79.	1879-'80.	Increase.	1878-'79.	1879-'80.	Increase.	1878-'79.	1879-'80.	Increase.	Decrease.
September.....	6,664	7,090	426	58	58	.....	6,769	7,082	313	59	58	.....	1
October.....	6,585	7,021	436	57	57	.....	6,638	7,094	456	57	58	1	.....
November.....	6,524	6,865	341	56	56	.....	6,546	6,936	390	56	56	.....	.....
December.....	6,255	6,670	415	54	54	.....	6,337	6,718	381	55	55	.....	.....
January.....	6,012	6,474	462	52	53	1	6,061	6,651	590	52	54	2	.....
February.....	5,971	6,418	447	52	52	.....	6,064	6,426	362	53	52	.....	1
March.....	5,906	6,283	377	52	52	.....	5,932	6,337	405	52	53	1	.....
April.....	5,851	6,136	285	51	51	.....	5,944	6,256	312	52	52	.....	.....
May.....	5,686	5,946	260	50	50	.....	5,737	5,994	257	50	50	.....	.....
June.....	5,623	5,820	197	49	49	.....	5,601	5,833	232	49	49	.....	.....

The largest number on roll on the last day of any month was 7,090 in September; and the least number in June, when it was 5,820. The largest average enrolment for any month was 7,094 in October, and the least, 5,833 in June. The average number of pupils to the teacher, on the average enrolment, was greatest in September, least in June; it being in the former month 58, and in the latter 49.

The following table presents the entire and the average enrolment of pupils, the number of pupils in daily attendance, each with per cent. of increase, and the percentage of attendance, based on the average enrolment for each year of the decade ending with 1879-'80:

Years.	Whole number enrolled.	Per cent. of increase.	Average number enrolled.	Per cent. of increase.	Average number in daily attendance.	Per cent. of increase.	Per cent. of attendance.
1870-'71.....	4,986	.....	3,075	.....	2,775	.....	90.2
1871-'72.....	4,661	.....	3,480	13.17	3,261	17.54	93.6
1872-'73.....	5,188	11.30	3,578	2.81	3,385	3.80	94.6
1873-'74.....	5,280	1.77	3,892	8.77	3,710	9.60	95.4
1874-'75.....	5,489	3.95	4,057	4.23	3,924	5.76	96.6
1875-'76.....	5,454	.....	4,434	9.29	4,354	10.95	98.1
1876-'77.....	5,954	9.16	4,841	9.17	4,749	9.07	98.1
1877-'78.....	6,515	9.42	5,649	17.45	5,525	17.11	97.8
1878-'79.....	7,731	18.66	6,285	11.25	6,128	10.91	97.6
1879-'80.....	8,080	4.61	6,573	4.58	6,412	4.63	97.4

In each item named there was an increase each year, except in the entire enrolment for 1871-'72 and for 1875-'76. The increase in the entire enrolment in the ten years is 3,094, or 62 per cent.; in the average enrolment 3,498, or 113 per cent.; in the average daily attendance 3,637, or 131 per cent. The average increase for the period is 341 in the entire, and 388 in the average enrolment, and 404 in the average daily attendance. The greater increase in the average enrolment and daily attendance than in the entire enrolment indicates more permanent and regular attendance. An idea of the temporary and irregular attendance that prevailed largely in these schools, in their earlier years, may be seen in the comparison of the average enrolment and the daily attendance with the entire enrolment for 1870-'71, the first year named

in the table. The average enrolment is 61.7 per cent., or about three-fifths, and the average daily attendance 55 per cent., or not much more than one-half of the entire enrolment. These drawbacks to proper classification and steady instruction which, in my opinion, were results more of poverty than non-appreciation, are gradually but surely giving way to conditions essential to school efficiency.

The average per cent. of attendance for the period was 95.9, or 5.7 greater than that for 1870-'71, which was the lowest.

The following table shows the sex, grade, number, per cent., and average age of pupils enrolled in each year or grade, October 29, 1880.

SEX, GRADE, NUMBER, PER CENT., AND AGE OF PUPILS, OCTOBER, 29, 1880.

MALE.

Sub-Divisions, &c.		First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	High School.	Normal School.	Total.
1st Sub-Div.	Number.....	306	181	152	148	69	75	34	12	13	.....	990
	Per cent.....	30.9	18.2	15.3	15.0	7.0	7.6	3.4	1.2	1.4	.....	.....
	Av. Age.....	8.0	9.7	11.1	12.1	12.7	13.8	14.6	14.0	17.3	.....	.....
2d Sub-Div.	Number.....	326	190	137	91	75	15	5	10	.....	.....	849
	Per cent.....	38.4	22.3	16.1	10.7	8.9	1.8	.6	1.2	.....	.....	.....
	Av. Age.....	8.1	10.0	11.1	11.8	13.3	14.4	13.6	13.9	.....	.....	.....
3d Sub-Div.	Number.....	176	87	73	63	49	28	17	9	.....	.....	502
	Per cent.....	35.1	17.3	14.5	12.4	9.7	5.6	3.4	2.8	.....	.....	.....
	Av. Age.....	8.3	9.7	8.9	11.8	11.5	13.0	13.6	15.4	.....	.....	.....
4th Sub-Div.	Number.....	200	101	104	54	43	33	2	.....	.....	.....	537
	Per cent.....	37.2	19.0	19.4	10.0	8.0	6.1	.3	.....	.....	.....	.....
	Av. Age.....	7.7	9.1	9.9	9.6	12.1	14.2	14.0	.....	.....	.....	.....
5th Sub-Div.	Number.....	104	47	44	22	12	4	.....	.....	.....	.....	233
	Per cent.....	44.6	20.2	18.9	9.4	5.2	1.7	.....	.....	.....	.....	.....
	Av. Age.....	8.2	10.1	11.9	12.9	13.7	13.7	.....	.....	.....	.....	.....
Total.....		1112	606	510	378	248	155	58	31	13	.....	3111
Per cent.....		35.7	19.5	16.4	12.1	8.0	5.0	1.9	1.0	.4	.....	.....
Average Age.....		8.1	9.7	10.4	9.6	10.6	13.8	13.9	14.4	17.3	.....	.....

FEMALE.

1st Sub-Div.	Number.....	322	234	187	222	122	99	62	35	56	.....	1339
	Per cent.....	24.0	17.5	14.2	16.5	9.1	7.3	4.6	2.6	4.2	.....	.....
	Av. Age.....	7.9	9.5	10.9	12.3	12.9	14.0	14.4	15.4	16.6	.....	.....
2d Sub-Div.	Number.....	342	242	186	130	92	37	12	37	.....	.....	1078
	Per cent.....	31.7	22.5	17.3	12.1	8.5	3.4	1.1	3.4	.....	.....	.....
	Av. Age.....	8.0	9.6	11.0	12.2	13.7	13.5	15.1	15.4	.....	.....	.....
3d Sub-Div.	Number.....	206	79	80	77	58	33	23	36	.....	.....	592
	Per cent.....	35.0	13.3	13.5	13.0	9.6	5.6	3.9	6.1	.....	.....	.....
	Av. Age.....	8.1	9.8	10.7	11.6	12.2	12.9	13.8	15.0	.....	.....	.....
4th Sub-Div.	Number.....	223	124	134	103	74	67	8	.....	.....	.....	733
	Per cent.....	30.4	16.9	18.3	14.1	10.1	9.1	1.1	.....	.....	.....	.....
	Av. Age.....	7.7	9.3	10.5	11.3	12.1	13.3	14.2	.....	.....	.....	.....
5th Sub-Div.	Number.....	96	52	89	32	8	13	.....	.....	.....	.....	290
	Per cent.....	33.1	17.9	30.7	11.0	2.8	4.5	.....	.....	.....	.....	.....
	Av. Age.....	8.4	10.2	10.9	12.2	12.8	14.0	.....	.....	.....	.....	.....
Total.....		1189	731	676	564	354	249	105	108	56	.....	4032
Per cent.....		29.4	18.1	16.9	14.0	8.7	6.2	2.6	2.7	1.4	.....	.....
Average age.....		8.0	9.6	10.7	11.8	12.7	13.5	14.3	15.2	16.6	.....	.....
Grand Total.....		2301	1337	1186	942	602	404	163	139	69	.....	7143
Per cent.....		32.2	18.7	16.6	13.2	8.4	5.7	2.3	1.94	.96	.....	.....
Average age.....		8.0	9.6	10.7	10.8	11.7	13.6	14.1	14.7	16.8	.....	.....

At that time the whole number of pupils enrolled was 7,143, of whom 3,111 were male and 4,032 female. The enrolment of girls was about thirteen per cent. greater than that of boys. The first two years embraced about one-half of the entire enrolment.

The average age of pupils in the first year or grade was 8; in the second, 9.6; in the third, 10.7; in the fourth, 10.8; in the fifth, 11.7; in the sixth, 13.6; in the seventh, 14.1; in the eighth, 14.7; and in the High School, 16.8. The average age of all pupils enrolled was about ten years. The apparently large average age of pupils in the lower grades is readily accounted for by the presence of pupils whose circumstances forbade earlier entrance into the schools. The number of such pupils, however, is not so great as in the earlier years of the schools, and is decreasing yearly.

At the same time, October 29, 1880, the teachers were instructed to ascertain the birthplaces of all pupils enrolled. The following statement was compiled from their reports to to this office:

BIRTHPLACES OF PUPILS.

Alabama.....	20	Maine.....	7	Pennsylvania.....	64
Arkansas.....	2	Maryland.....	589	Rhode Island.....	6
California.....	6	Massachusetts...	23	South Carolina	24
Colorado.....	1	Michigan.....	5	Tennessee.....	17
Connecticut... ..	7	Minnesota.....	1	Texas.....	5
Delaware.....	3	Mississippi.....	21	Virginia.....	949
Florida.....	3	Missouri.....	3	West Virginia.....	53
Georgia.....	11	New Hampshire.	1	U. S. Territories...	1
Illinois.....	1	New Jersey.....	16	Dist. of Columbia.	5,095
Indiana.....	3	New York.....	80	British America....	6
Kentucky.....	8	North Carolina..	36	Great Britain	3
Louisiana.....	8	Ohio.....	39	Other places.....	26
Total.....					7,143
Number of pupils born in the District of Columbia.....					5,095
Number born in the United States outside the District of Columbia					2,013
Number born in foreign countries.....					35
Per cent. born in the District of Columbia.....					71.33
Per cent. born in the United States outside the District of Columbia					28.18
Per cent. born in foreign countries.....					.49

In this statement it will be seen that all the States of the Union, except Iowa, Kansas, Nebraska, Nevada, Oregon, Vermont, and Wisconsin are represented in the Colored schools of Washington and Georgetown.

The following table shows, for each month of the school-year, the number of pupils present every session, the cases of tardiness, the per cent. of attendance, and the per cent. of tardiness, each with increase or decrease, in comparison with the previous year, and the number of days absent and times teacher tardy:

MONTHS, &c.	Average number of pupils enrolled.	Number of pupils present every session.	PER CENT. OF ATTENDANCE.				Cases of tardiness.	PER CENT. OF TARDINESS.				Number of days teacher absent.	Number of times teacher tardy.
			1878-'79.	1879-'80.	Increase.	Decrease.		1878-'79.	1879-'80.	Increase.	Decrease.		
September.....	7,082	5,026	98.6	98.4	.....	.2	116	0.02	0.03	0.01	.....	40	3
October.....	7,094	4,942	97.7	97.6	.....	.1	173	0.04	0.05	0.01	.....	26	5
November.....	6,936	4,983	97.8	97.5	.....	.3	224	0.04	0.09	0.05	.....	24½	9
December.....	6,718	4,769	97.3	97.4	.1	.....	162	0.06	0.07	0.01	.....	13½	6
January.....	6,651	4,321	96.8	97.0	.2	.....	186	0.06	0.07	0.01	.....	10½	9
February.....	6,426	4,093	97.3	97.1	.....	.2	155	0.03	0.06	0.03	.....	20½	5
March.....	6,337	3,748	97.0	96.4	.....	.6	165	0.03	0.06	0.03	.....	21½	13
April.....	6,256	4,072	97.2	97.4	.2	.....	123	0.03	0.04	0.01	.....	14	2
May.....	5,994	4,073	97.7	97.3	.....	.4	123	0.05	0.05	.....	.....	17½	8
June.....	5,833	4,590	98.5	97.4	.....	1.1	51	0.03	0.03	.....	.....	36	3
Total or av'e....	.....	.....	97.6	97.4	.....	.2	1,478	0.04	0.05	0.01	.....	224½	63

The per cent. of attendance for the year was 97.4, or .2 of one per cent. less than that of the preceding year. The highest per cent. of attendance for any month was 98.4, in September; and the lowest, in March, when it was 96.4.

Thirty-six Schools had each a percentage of attendance not less than 98.0.

The cases of tardiness were 1,478, or one-twentieth of one per cent. The percentage of tardiness was highest in November, and lowest in September and June.

The following table presents for each year of the last ten years the cases of tardiness, corporal punishment, suspension, and dismissal, and the number of cases of each to every one hundred pupils of the average enrolment:

YEARS.	AVERAGE ENROLMENT OF PUPILS.	TARDINESS.		CORPORAL PUNISHMENT.		SUSPENSION.		DISMISSAL.	
		No. of cases.	No. of cases to every 100 pupils.	No. of cases.	No. of cases to every 100 pupils.	No. of cases.	No. of cases to every 100 pupils.	No. of cases.	No. of cases to every 100 pupils.
1870-'71.....	3,075	23,984	780	859	25	446	15	112	3.6
1871-'72.....	3,480	15,080	433	1,169	33	259	7	102	2.9
1872-'73.....	3,578	5,976	167	1,260	35	337	9	200	5.5
1873-'74.....	3,892	3,292	85	914	23	283	7	199	5.1
1874-'75.....	4,057	2,977	73	589	15	238	6	202	4.9
1875-'76.....	4,434	543	12	266	6	146	3	121	2.7
1876-'77.....	4,841	565	12	334	7	141	3	132	2.7
1877-'78.....	5,649	745	13	456	8	229	4	30	.5
1878-'79.....	6,285	1,044	16	525	8	276	4	82	1.3
1879-'80.....	6,573	1,478	22	663	10	397	6	86	1.3

Since 1870-'71, the average number of pupils enrolled has increased 113 per cent. The cases of tardiness in 1879-'80 were 94 per cent. less than in 1870-'71, when the enrolment was not half as great. In the other items named progress is more or less marked, especially when considered with the increased enrolment.

DISCIPLINE.

The cases of dismissal for the year were 86. The per cent. on the average enrolment was about the same as that of the preceding year. Many of the cases were virtually suspensions, as the pupils were restored, after a greater or less lapse of time, to the privileges of the schools.

There were 397 cases of suspension. The cases to every one hundred pupils of the average enrolment were six, or two more than in 1878-'79.

The cases of corporal punishment were 663. The number to every one hundred pupils of the average enrolment was ten, or two more than in the preceding year.

In seventy-one schools there was not a case of dismissal; in thirty-two, no suspension; and in seventeen, no corporal punishment.

Forty-one cases of dismissal, or nearly one-half of all the cases, were confined to twelve schools, the least number in any one of which being three, and the greatest five; one hundred and ninety-nine cases of suspension, or more than one-half of all the cases, were made in nineteen schools, the least number in any one of which being six, and the greatest twenty-one; and three hundred and twenty-six cases of corporal punishment, or nearly one-half of all the cases, were inflicted in twenty schools, the least number in any one of which being nine, and the greatest forty-two.

These three items, among others, are set forth in monthly detail and in comparison with the previous year in the following table:

MONTHS.	Average number of pupils enrolled.	CASES OF SUSPENSION.				CASES OF CORPORAL PUNISHMENT.				Cases of dismissal.	Visits of Trustees.	Visits of Sup't.
		1878-'79.	1879-'80.	Increase.	Decrease.	1878-'79.	1879-'80.	Increase.	Decrease.			
September	7,082	10	44	34	.....	64	80	16	.....	7	204	128
October.....	7,094	38	70	32	.....	92	103	11	.....	16	172	100
November.	6,936	31	40	9	.....	66	50	.....	16	6	33	117
December	6,718	30	37	7	.....	29	63	34	.....	6	56	113
January....	6,651	17	32	15	.....	36	54	18	.....	10	66	21
February.....	6,426	31	31	.....	.....	57	65	8	.....	8	59	131
March.	6,337	44	53	9	.....	72	58	.....	14	8	46	15
April.....	6,256	38	41	3	.....	45	78	33	.....	11	28	2
May.....	5,994	32	29	.....	3	46	70	24	.....	9	62	23
June... ..	5,833	5	20	15	.....	18	42	24	.....	5	228	116
Total or av'e.....	6,573	276	397	121	.....	525	663	138	.....	86	954	766

EXAMINATIONS.

The examinations of the schools during the year by the Superintendent and Supervising Principals were as follows:

The first semi-annual oral examination of all schools, except the Eighth Grades and High School, from January 14 to February 4.

The first semi-annual written examination of the Fifth, Sixth, and Seventh Grade schools and High School, from January 27 to 29, inclusive.

The examination in spelling of the Third, Fourth, Fifth, Sixth, Seventh, and Eighth Grade schools, from April 22 to 29, inclusive.

The second semi-annual oral examination of all schools, from May 3 to 31, inclusive.

The second semi-annual written examination of schools above the Fourth Grade, from June 7 to 9, inclusive.

In all of the examinations, each pupil was examined individually in all the studies prescribed for his grade, and a record of his results made and afterwards filed in this office.

The whole number of pupils examined, the number that attained an average above, and the number and average below fifty per cent., and the average per cent. for the school at each examination and for the year, are presented as follows :

NAME OF TEACHER.	School.	Grade.	Sub-Division.	WHOLE NO. OF PUPILS EXAMINED.		NO. OF PUPILS 50 PER CENT. AND ABOVE.		NO. OF PUPILS BELOW 50 PER CENT.		AVERAGE PER CENT.		Average per cent. for the year.
				1st Examination.	2d Examination.	1st Examination.	2d Examination.	1st Examination.	2d Examination.			
Miss A. M. Parke.....	1	8	1	35	29	.....	6	.....	63.7	.....	63.7	63.7
" M. P. Shadd.....	2	8	2	28	21	.....	7	.....	68.9	.....	68.9	68.9
" S. C. Daffin.....	3	8	3	26	16	.....	10	.....	53.3	.....	53.3	53.3
" L. P. Matthews.....	1	7	1	66	41	.....	25	.....	54.7	.....	54.7	54.7
" E. W. Somerville.....	2	7	1	61	47	.....	11	.....	61.3	.....	61.3	61.3
" M. E. Pryor.....	1	7	3	43	14	.....	19	.....	47.1	.....	47.1	49.1
" F. A. Martin.....	1	6	1	52	49	.....	2	.....	69.7	.....	67.3	66.5
" O. A. Patterson.....	2	6	1	53	52	.....	14	.....	55.9	.....	69.5	63.7
" M. Nalle.....	3	5	2	57	50	.....	28	.....	51.9	.....	61.4	56.7
" L. E. Moten.....	2	6	1	58	34	.....	7	.....	69.7	.....	63.5	67.0
Mrs. A. K. Hill.....	1	6	2	51	55	.....	43	.....	38.3	.....	72.0	55.7
Miss A. A. Bozemon.....	3	4	3	55	30	.....	0	.....	88.0	.....	54.0	71.0
" C. E. Lewis.....	1	6	3	49	33	.....	1	.....	73.5	.....	58.7	67.0
" L. A. Smith.....	2	6	4	46	57	.....	17	.....	51.9	.....	61.2	57.0
" E. F. Merritt.....	1	5	1	66	33	.....	4	.....	68.2	.....	53.4	61.5
" A. T. Howard.....	2	6	4	51	21	.....	17	.....	52.0	.....	51.8	51.9
" C. A. Jones.....	1	6	5	54	55	.....	1	.....	74.1	.....	67.3	70.6
" M. F. Kiger.....	2	5	1	57	43	.....	20	.....	58.0	.....	56.5	57.2
" J. L. Brooks.....	3	5	1	54	13	.....	24	.....	49.9	.....	43.0	46.7
" M. A. C. Coakley.....	1	5	2	56	34	.....	34	.....	47.3	.....	57.2	51.5
" L. F. Dyson.....	2	5	2	54	50	.....	45	.....	37.7	.....	83.0	59.4
" M. O. Kelly.....	3	5	1	45	46	.....	7	.....	63.4	.....	62.8	63.0
" H. A. Simmons.....	1	5	3	56	10	.....	43	.....	37.0	.....	43.2	39.9
" H. A. Saunders.....	2	5	3	57	21	.....	7	.....	68.1	.....	45.7	57.3

NAME OF TEACHER.	School.	Grade.	Sub-Division.	WHOLE NO. OF PUPILS EXAMINED.		NO. OF PUPILS 50 PER CENT. AND ABOVE.		NO. OF PUPILS BELOW 50 PER CENT.		AVERAGE PER CENT.		Average per cent. for the year.
				1st Examination.	2d Examination.	1st Examination.	2d Examination.	1st Examination.	2d Examination.	1st Examination.	2d Examination.	
Mrs. M. E. Tucker.....	2	5	4	47	53	47	53	0	0	78.0	83.0	80.6
Miss M. L. Lawrence.....	1	4	1	59	64	59	64	0	0	87.0	.....	72.0
" R. M. Mann.....	2	4	1	59	64	59	64	5	2	72.0	72.0	68.2
" L. A. Barbour.....	3	4	1	53	68	53	61	0	7	73.6	64.0	76.9
" M. L. Bowlo.....	4	4	1	54	56	51	56	3	0	69.7	84.0	68.2
" E. A. Butler.....	5	4	1	52	57	44	54	8	3	61.6	74.2	68.2
" O. A. Pinkney.....	2	2	2	51	55	49	49	2	6	69.0	61.2	64.9
" M. E. Syphax.....	5	4	1	55	60	52	51	3	9	71.1	61.6	66.1
" E. D. Barrier.....	1	4	2	60	64	58	60	2	4	70.9	65.7	66.4
Mrs. M. A. S. Cary.....	3	4	2	46	50	38	50	8	0	61.4	64.1	62.8
Miss A. V. Thompkins.....	4	4	2	49	53	46	53	3	0	64.5	80.0	72.5
" M. A. Wheeler.....	1	4	3	52	49	52	49	0	0	83.0	82.4	82.7
" F. S. Bruce.....	2	4	3	62	52	62	52	0	0	82.3	76.5	79.6
" A. R. Bowen.....	1	3	3	58	53	57	53	1	0	85.3	85.0	85.3
" G. A. Dyson.....	3	4	3	41	39	38	38	3	1	65.6	63.5	64.5
" I. G. Nutter.....	4	4	4	59	51	59	50	0	1	87.7	77.6	83.0
" C. E. Pryor.....	2	4	4	60	50	60	48	0	2	88.6	77.5	80.8
" M. A. Bailey.....	3	4	4	60	48	47	48	13	0	65.3	81.0	69.5
" H. A. Martin.....	1	4	5	59	42	54	27	5	15	70.0	56.8	64.5
" J. C. Grant.....	1	3	1	67	56	67	55	0	1	82.0	69.0	77.1
" A. M. Mason.....	2	3	1	61	56	61	56	0	0	82.0	82.0	82.0
Mrs. A. M. Boston.....	3	3	1	62	54	58	53	4	1	72.2	75.7	73.8
Miss E. L. Fisher.....	4	3	1	58	51	57	49	1	2	67.5	65.9	65.7
" A. L. Foote.....	5	3	1	55	62	55	61	0	1	80.4	76.5	76.6
" H. V. Bruce.....	6	3	1	49	61	47	60	2	1	75.0	72.3	73.5

NAME OF TEACHER.	School.	Grade.	Sub-Division.	WHOLE NO. OF PUPILS EXAMINED.		NO. OF PUPILS 50 PER CENT. AND ABOVE.		NO. OF PUPILS BELOW 50 PER CENT.		AVERAGE PER CENT.		Average per cent. for the year.
				1st Examination.	2d Examination.	1st Examination.	2d Examination.	1st Examination.	2d Examination.	1st Examination.	2d Examination.	
Miss C. E. Taylor	2	1	2	60	58	50	54	10	4	69.7	77.0	74.2
" M. E. M. Thomas	3	1	2	57	44	35	40	22	4	52.4	72.7	61.2
" B. E. Pope	4	1	2	52	58	31	29	21	29	53.5	30.8	41.6
" M. E. Strather	5	1	2	59	49	44	42	15	7	56.2	68.9	61.9
" M. E. Beckett	6	1	2	63	54	15	15	48	29	22.4	38.7	30.7
" E. M. Collins	7	1	2	60	49	4	29	56	20	18.7	53.3	34.2
" J. R. Bush	8	1	2	62	58	52	42	10	16	66.5	62.3	64.4
" H. C. Ricks	9	1	2	59	52	36	32	23	20	54.9	59.6	57.1
" I. E. Twine	10	1	2	60	53	24	32	36	21	46.0	58.0	51.6
" A. S. Simmons	1	1	3	59	57	44	52	15	5	66.2	70.0	68.0
" J. E. Kelly	3	1	3	54	63	46	54	8	9	76.5	75.1	73.1
" R. A. Lee	4	1	3	54	73	30	43	24	30	55.4	53.4	54.2
" M. E. Bruce	1	1	4	51	58	36	50	15	8	63.1	79.4	70.7
" A. R. Over	2	1	4	47	61	33	53	14	8	65.9	82.4	75.2
" E. B. Moses	4	1	4	51	45	20	44	31	1	48.0	89.4	67.4
" S. A. Carter	5	1	4	52	53	15	29	37	24	26.0	64.0	45.1
" E. A. Chase	1	1	5	59	48	59	42	0	6	71.9	66.9	69.6
" E. M. Armstead	2	1	5	48	52	24	41	24	11	50.1	63.7	57.2
" V. V. Shewalter	3	1	5	51	.....	22	.....	29	.....	49.3	.....	.....

The recommendation of his teacher and the results of his examination were conjointly considered in the promotion of a pupil to another grade. The baneful effects, alike from premature advancement to, and ill-judged detention in, grade, were, in deciding the grade status of the pupil, kept prominently before the teacher.

The number of pupils in each year and term of the year, the number promoted to, and the number continued in each term of each year, in each of the five Sub-Divisions of the schools, September 6, 1880, are shown in the following table:

[illegible]

EIGHTH GRADE SCHOOLS.

In 1878-'79 there were two schools of Eighth Grade, one located in the Sumner, and the other in the John F. Cook Building. At the beginning of the school-year, 1879-'80, another school of the same grade was organized, and it was located in the Lincoln Building.

The whole number of pupils enrolled in these schools was 152; and the average number 102.

The following table exhibits the number of pupils belonging to school, the number of candidates for admission to High School, the number that passed, the per cent. of the school examined, the per cent. that passed, and the per cent. attained in the examination, for each of the three schools:

School.	No. of pupils belonging to school.	No. candidates for High School.	No. passed.	Per cent. of school examined.	Per cent. of school passed.	Average per cent. attained in examination.	Teacher.
No. 1.....	35	14	11	40	31.4	59	Miss A. M. Parke.
No. 2.....	28	14	8	50	28.5	58.4	" M. P. Shadd.
No. 3.....	26	18	8	69	30.7	57	" S. C. Daffin.
Total	89	46	27	51.6	30.3	58	

The number of candidates for the High School was forty-six, or about fifty-two per cent. of the pupils belonging to school. Twenty-seven passed the examination. The average per cent. attained in the examination was fifty-eight.

HIGH SCHOOL.

This school is intended, in its higher education, to embrace the two cities, Washington and Georgetown. It is located on Seventeenth street, between P and Q streets, northwest. In its location it is isolated from fully three-fourths of the school population, thereby subjecting many to travel miles

to receive its benefits. This is a serious obstacle, since, by operating against a larger enrolment, it favors and necessitates greater cost per capita for instruction.

The whole number enrolled in this school was 94, which was 28 less than in 1878-'79. The average number enrolled was 82 ; and the average daily attendance, 80.

The disparity in number between the sexes is quite marked. The entire enrolment included only nineteen males ; and the average enrolment, sixteen, or less than twenty per cent.

Though not so marked as in this school, the preponderance of females is considerable in all the schools of the higher grades, the enrolment of males, as a rule, decreasing as the grade heightens.

In the previous year there were four teachers in this school. At the re-opening of it in 1879-'80, one teacher, on account of the decreased enrolment, was transferred to the charge of an Eighth Grade school.

The following table shows the number of pupils belonging to school, the number of pupils examined, and the average per cent. attained at each of the sem-annual examinations, also the average per cent. for the year in each class in this school :

CLASS.	NO. OF PUPILS BELONGING.		NO. OF PUPILS EXAMINED.		AVERAGE PER CENT.		Average per cent. for the year 1879-'80.	Average per cent. for the year 1878-'79.	TEACHER.
	First examination.	Second examination.	First examination.	Second examination.	First examination.	Second examination.			
First year...	44	38	44	38	60.8	57.7	59.4	51	Miss C. E. Parke.
Second year.	23	21	23	21	80.8	76.2	78.6	83	" L. F. Barney.
Third year...	18	17	18	17	72.4	68.5	70.5	76	" M. J. Patterson.

The average per cent. of scholarship in each of the three classes was as follows : First year, 59.4 ; second year, 78.6 ; and third year, 70.5.

The average per cent. for the entire school in 1878-'79, was 58.5 ; in 1879-'80, 67, or 8.5 per cent. greater.

On the 10th day of June, the following-named pupils were graduated :

ROSETTA A. BOSTON,
SARAH E. CARTER,
MARY C. CHAMP,
WILLIAM H. COLEMAN,
JOHN A. DAVIS,
KATIE E. FORD,
SARAH A. HARRISON,
LOUIS N. HARRIS,

EMMA M. KING,
HARRY A. LEWIS,
JULIA W. MASON,
SUSIE NICHOLS,
ISABEL I. SAUNDERS,
MINNIE I. SCOTT,
ANNIE M. SMITH,
ELLEN L. WAYNE.



MINER NORMAL SCHOOL.

In the school-year 1877-'78, an arrangement was made between the Commissioners of the District of Columbia and the Trustees of the Institution for the Education of Colored Youth, by which this school might furnish yearly those specially trained for the teacherships of the Public Colored Schools of the District. It provided that "the female graduates of the Public High School for Colored children shall, upon the recommendation of the Principal of said High School, and the Superintendent of the Colored schools, and the approval of the Trustees of the Miner Normal School, be entitled to admission to said Normal School, and, upon the successful completion of the usual course, and passing the required examination for teachership in the Public Schools, shall be given the preference over all other candidates for position of teachers in the primary grades of the Public Schools for Colored children of Washington and Georgetown and the District of Columbia."

Experience afterwards showed the want of harmony of plans and action essential to the greatest good of both institutions represented in this school, and in recognition of it, at the beginning of 1879-'80 the following articles of agreement, which were signed by the two committees, one representing the Public Schools and the other the Institution for the Edu-

cation of Colored Youth, were confirmed by the Board of Trustees of Public Schools of the District of Columbia :

First. That there be established a Normal School for Colored children of the Public Schools of the District of Columbia at the Miner School Building, Washington city, agreeably to the provisions of a contract entered into between the District of Columbia and the Trustees of the Institution for the Education of Colored Youth, on the 16th day of August, 1877, and to be known as the Miner Normal School, and shall bear the same relation to the Board of Trustees of Public Schools and pupils of the Colored schools of the District of Columbia as now exists between the Washington Normal School and pupils of the White schools of said District.

Second. That the Trustees of the Institution for the Education of Colored Youth shall fix the salaries to be paid the principal teacher and the assistant teacher of said Miner Normal School, and shall pay the same and all other expenses of said school, except such as are otherwise provided for in the contract referred to, from the Miner Trust Fund.

Third. That the Trustees of the Institution shall have the right to nominate the principal teacher and assistant teacher of said Miner Normal School, and the Trustees of Public Schools shall have the right to confirm or reject all nominations. In case of rejection it will be the duty of the Trustees of the Institution to submit other suitable nominations for the action of the Board of Trustees of Public Schools.

Fourth. That the management of said Miner Normal School shall be vested in a joint committee of four, composed of two members of the School Committee of the Institution and two members from the Committee on Teachers of the Board of Trustees of Public Schools, who shall have the same authority over said Miner Normal School as the Committee on Teachers of the Board of Trustees of Public Schools now has over the Washington Normal School: *Provided*, That the acts of the joint committee shall be subject at all times to revision and approval by the Committee on Teachers of the Board of Trustees of Public Schools, to which quarterly reports must be made. *And provided further*, That the joint committee

shall also at the same time submit a similar report to the Trustees of the Institution.

Fifth. That the power of removal of the principal teacher and assistant teacher of said Miner Normal School shall be vested jointly in the Board of Trustees of the Public Schools of the District of Columbia and the Executive Committee of the Institution for the Education of Colored Youth.

Sixth. That this agreement can be terminated at the will of either Board by giving not less than thirty days' notice in writing.

The course of study, which extends through one year, is the same as that for the Washington Normal School.

The following is the report of the Principal of the Miner Normal School :

Mr. G. F. T. COOK,

Superintendent of Public Colored Schools of

Washington and Georgetown, D. C. :

SIR : At the beginning of this school-year nineteen young ladies were admitted to the Miner Normal School ; three of them had been members of the school during last year, two came from Howard University, and the remainder were graduates from the High School of the Seventh Division, representing classes of two or more years past. One can readily conceive the lack of uniformity in acquirements in such a class, but it has been surprising, and at the same time gratifying, to see the readiness with which the pupils have labored to secure greater harmony. The whole term has been marked by the punctuality and regularity of attendance and diligent application.

The real nature and character of a Normal School was not fully understood by them before entering, but they have been especially fortunate in having a Practice School upon the same floor, thus giving them an opportunity for practical illustrations of the theory of teaching.

In their studies special attention has been given to Object Lessons, Phonetics, and Elementary Drawing ; the careful preparation of the first serves in many ways to develop the powers of the pupils, and at the same time reveals their fitness or unfitness for the work of teaching.

Practice has been confined to the First Grade, the one to which most of them will probably be appointed. This grade, as all educators will admit, requires teachers who understand well the child-mind, who are apt and ready in ways for making their school-rooms bright and attractive ; many of the little ones in this grade are nervous and timid when they first enter school, and great love and patience must be exercised. Some young teachers possess these qualifications naturally, but many more acquire them only after years of trying experience.

The Practice School has been in charge of Miss Lina E. Jean, a graduate of the Cleveland Normal School, who seems especially adapted to primary teaching, and has given the Normal pupils excellent opportunities for observation. If more Practice Schools could be provided the experience of these pupils would thus be greatly widened.

Special teachers in music and drawing have each given two lessons a week during the year, and for the last two terms a teacher in elocution has been employed.

It is to be earnestly hoped that both scholastic attainments and natural adaptation for the work of teaching will be carefully considered in the admission of pupils; otherwise much valuable time will be consumed in elementary instruction, and the legitimate work of the school will not be done.

The closing exercises of the school were held in the hall of Miner Building, June 9, and the following young ladies received certificates:

Catharine U. Alexander,	Virginia F. Herbert,
Anna A. Bolden,	Maggie W. Lewis,
Nina Brooks,	Sarah C. Lewis,
Mary L. Brown,	Mary A. Martin,
Ella V. Campbell,	Mary E. Minor,
Lucinda Cook,	Mary B. Palmer,
Jane McP. Cropper,	Anna M. Savoy,
Anna E. Geary,	Evelina E. Smith,
Ada C. Hand,	Julia M. Taylor,

Sarah A. Tyler.

Respectfully submitted,

MARTHA B. BRIGGS,
Principal.

WASHINGTON, D. C., *June 30, 1880.*

An examination for admission to this school was held May 31 and June 5. Only such as had attainments equal to those who had completed the second year of the High School course were permitted to enter the examination. Twenty-seven candidates were present, eighteen of whom, having attained a percentage equal to that required for a first-class certificate, at the last examination for teachership, were admitted to the school in September.

The list of questions given is herewith submitted:

QUESTIONS used in the examination for admission to the Miner Normal School:

ARITHMETIC.

1. A man, engaged in business with a capital of \$21,840, is making $12\frac{1}{2}$ per cent. per annum on his capital; but on account of ill health he quits his business and loans his money at $7\frac{3}{4}$ per cent. How much does he lose in 2 years, 5 months, 10 days, by the change?

2. If I invest \$2,000 in State stocks at 5 per cent., at par, and an equal amount at 6 per cent., at 90, what will be the difference of the proceeds of the investment at the end of 5 years?
3. If 248 men, in $5\frac{1}{2}$ days of 11 hours each, dig a trench of 7 degrees of hardness, and $232\frac{1}{2}$ feet long, $3\frac{2}{3}$ feet wide, and $2\frac{1}{3}$ feet deep, in how many days of 9 hours each will 24 men dig a trench of 4 degrees of hardness, and $337\frac{1}{2}$ feet long $5\frac{2}{3}$ feet wide, and $3\frac{1}{2}$ feet deep?
4. How far from the foot of a flag-staff 24 feet high must a ladder 23 feet long be placed that a person may ascend to within 5 feet of the top?

ALGEBRA.

1. Define *coefficient*, *root*, *elimination*, *radical equation*, *proportion*.
2. Solve the equation, $\frac{7x+9}{4} - \left(x - \frac{2x-1}{9}\right) = 7$.
3. A train of cars, moving at the rate of 20 miles per hour, had been gone three hours, when a second train followed at the rate of 25 miles per hour. In what time will the second train overtake the first?
4. There are two numbers whose product is 77, and the difference of whose squares is to be square of their difference as 9 to 2: required, the numbers.

GRAMMAR.

1. What is a modifier? Define and illustrate the two kinds.
2. Tell of what a compound sentence may consist, and illustrate.
3. Correct the following, if necessary, and give reasons for corrections:
 - (a.) The ebb and flow of the tides were explained by Newton.
 - (b.) Here comes my old friend and teacher.
 - (c.) Each occupied his several rooms.
 - (d.) When I studied the classics, I observed that many a moral lurked in the mythology of the ancients.
4. Analyze the following sentence:

"Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts with glad surprise,
To higher levels rise."
5. Parse the italicized words in the following sentence:

"My *heart's* so full of joy,
That I shall do some wild extravagance
Of love in public; and the foolish world
Which knows not tenderness will make me *mad*."

PHYSICAL GEOGRAPHY.

1. State what you can of the form of the continents. With what has the coast-line of a country much to do?
2. Mention some of the causes that produce currents. What is the influence of the Gulf Stream on climate?

3. What is said of different countries, as regards uniformity of temperature? What is the effect of elevation on temperature?
4. What is lightning? How is thunder produced?

PHYSICS.

1. What is a water level? Describe it and its use.
2. What is reflection of sound? Name and define the two sets of waves.
3. Explain the action of radiation to produce uniformity of temperature. Illustrate.
4. What is refraction of light? What is the cause of refraction?

PENMANSHIP.

1. Make the first half of the alphabet in small letters, and the last half in capitals.
2. Analyze capital *E*.
3. Analyze small *h*
4. Copy the following:

"There is a war, a chaos of the mind
When all its elements convulsed—combined—
Lie dark and jarring with perturbed force,
And gnashing with impenitent Remorse;
That juggling fiend—who never spake before—
But cries, 'I warned thee!' when the deed is o'er."

DRAWING.

1. Define *a plane, a pyramid, a prism, a plinth*.
2. If a pyramid be intersected by a plane parallel to its base, what is the portion between the base and the intersecting plane called?
3. If a pyramid be drawn with the apex toward the eye, how will the lines of the elevation appear.
4. Illustrate the principle of designing.
5. Sketch the model of a square pyramid.

GENERAL INTELLIGENCE.

1. What is the project of M. de Lesseps? tell its advantages to this country—its disadvantages.
2. What do you consider the natural qualifications of a teacher, and what is to be acquired by Normal training.
3. Give a brief review of some book that you have read, with the name of the author. Give an outline of a poem by some standard poet.
4. Give a brief history of the District of Columbia; tell by whom the city of Washington was planned, its street arrangement, &c.

TEACHERS.

The greatest number of teachers employed at any one time in the year was one hundred and thirty; and the average number one hundred and twenty-nine. One hundred and

twenty-seven were female, and three male. There were one hundred and twenty-four regular, three special, and three sub-assistant teachers. Of the special teachers, two were in charge of vocal music, and one was in charge of drawing.

The number of changes in the corps of teachers during the year was twenty—one died, five resigned, and fourteen were retired.

The following table shows the length of experience of teachers, except the special, now employed :

Experience.	None.	1 year.	2 years.	3 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	18 years.	19 years.	20 years.	28 years.	30 years.	Average No. of years.
Local.....	13	13	17	13	9	12	7	7	4	9	10	5	5	3	2	2	...	...	...	...	...	...	5.4
General.....	10	13	16	9	11	10	7	11	4	8	6	2	7	3	5	3	1	1	1	1	1	1	6.5

The table embraces one hundred and thirty-one teachers. The number without any experience at the beginning of the current school-year is ten, which is less than eight per cent. of the entire corps. The longest experience represented is thirty years. The average general experience is 6.5 years, and the average local, 5.4.

Of the number of teachers represented in the above table, sixty-five, or about one-half, were educated in the Public Colored Schools of Washington and Georgetown, and thirty-two are Normal graduates.

The average salary to the teacher for the year was \$615.48, which was \$8.34 less than that of the previous year. The considerable decrease is apparent in the proportionately greater increase of lower grade schools.

In Table V, of the appended statistical report, there is presented for the year a summary of the principal items in the teachers' monthly reports, from which much information may be gained as to the extent and character of the individual teacher's work.

INDIGENT PUPILS.

In 1878-'79 the number of indigent pupils furnished with books was reported as 1,852 ; in 1879-'80, 1,641, or 211 less.

On account of transferring pupils during the year from one term to another, in which different books are used, the same pupil in some instances applied twice, thus causing duplicate record; therefore, in each year, the actual number of indigent pupils was less than the reported.

The number of indigent pupils during the last two years has been notably large; but it was caused, as frequent inquiry and investigation revealed, by the greater lack of employment for the masses than in previous years. It may be that, in a few instances, advantage has been taken of this provision from the schools by persons not entitled to it; but, from the precautions urged, there is no doubt that, as a rule, the provision has been restricted to the deserving. The amount expended in books for this class of pupils was about five hundred dollars.

EXPENDITURES.

The whole amount expended by the schools of this Division was \$104,334.50. It was distributed as follows: Salaries of teachers and Superintendent, \$81,031.14; salaries of janitors and sweeps, \$6,136.78; general supplies, \$2,514.57; repairs, \$4,745.04; heating apparatus, \$1,205.21; fuel, \$2,131.60; rent, \$4,048; insurance, \$55; printing, \$590.45; permanent improvements and furniture, \$343.20; miscellaneous expenses, including salaries of clerks, \$1,533.51.

The expenditures exceeded those of the preceeding year, \$5,482.38.

The entire cost for each pupil, based on the average number of pupils enrolled, was \$15.82, of which \$12.33 was for tuition, and \$3.49 for incidentals. For tuition the cost per pupil was \$0.13 more than in 1878-'79, and for incidentals the same, showing in the entire cost an increase of \$0.13.

<i>Normal School not included in this table.</i>						
	1874-'75.	1875-'76.	1876-'77.	1877-'78.	1878-'79.	1879-'80.
Salaries of teachers and superintendent.	\$62,913 65	\$63,805 73	\$66,257 58	\$70,900 00	\$76,661 18	\$81,031 14
Contingent expenses.	18,387 79	22,423 00	17,469 68	21,860 45	21,927 94	22,960 16
Permanent improvements	80 00	15,614 15	23,547 07	13,545 41	263 00	343 20
Total expenditures...	81,381 44	101,842 88	107,274 33	106,305 86	98,852 12	104,334 50
Increase.....		20,461 44	5,431 45			5,482 38
Decrease.....				968 47	7,453 74	
For each pupil—						
Tuition.....	15 51	14 40	13 69	12 55	12 20	12 33
Incidentals.....	4 53	5 06	3 82	3 87	3 49	3 49
Total cost.....	20 04	19 46	17 51	16 42	15 69	15 82
Increase.....						13
Decrease.....		58	1 95	1 09	73	
Number of teachers..	88	89	92	108	118	128
No. of pupils for each teacher.....	48	52	54	54	55	53
Average salary for each teacher, ...	\$686 51	\$688 82	\$693 01	\$628 24	\$623 82	\$615 48

The above table gives an analytic statement of the expenditures in the schools of this Division for the last six years, embracing the entire period since the act of consolidating the Public Schools of the District of Columbia under one Board of Trustees. The exhibit shows a steady decrease, from year to year, of the cost per pupil, which is based on the average enrolment, except in 1879-'80, in which there was an increase of \$0.13 over that of the preceding year. The difference in the cost between 1874-'75, the first year, and 1879-'80, the last year named, is \$4.22, which shows a decrease of twenty-one per cent.

STATISTICS.

The tables, embracing full statistical information for the year, are appended to this report.

Table I presents a summary of the teachers' monthly reports of their schools.

Table II gives the location and description of school buildings, their condition, and adaptation to school uses, the extent of school sites, and the estimated value of school property—detailing that of sites, buildings, and furniture.

Table III relates to the dimensions of school-rooms, their sitting capacity, and the number of cubic feet of air allowed to each pupil.

Table IV shows the enrolment in each year of the school ages, and its per cent. of the entire enrolment.

Table V presents the admissions, withdrawals, attendance, &c., for each school, during the year.

Table VI gives the name of each teacher and the school taught by her, and shows where each teacher was educated, the date of her first appointment, and her salary per annum.

Table VII gives the name and residence of the principals and special teachers, and shows at what building each principal is employed, date of first appointment, and salary per annum.

The establishment and present existence of separate schools for Colored children in the District of Columbia are due to a prevailing local sentiment adverse to the admission of this class to the common school. With the knowledge of this exclusion from an institution supported by public funds, in which, in the common affection of interests, the rights of all are most respected and insured, Congress, by act of June 25, 1864, protectively provided that such a proportion of all school funds raised in Washington and Georgetown should be set apart for Colored schools as the number of Colored children between the ages of six and seventeen bears to the whole number of children.

In its distribution of the public funds the law is equitable and just, since losing sight of the complexion of the child and merely recognizing humanity, it takes *the child* as the unit and gives equally to all. This just and equitable provision of the act made possible the present growth and efficiency of the schools of this division.

It is proposed by the Revised Code for the District of Columbia, now before Congress, to repeal this provision. By its

repeal all school money will be put into a common treasury, and its distribution, in not being mandatory and proportionally fixed as at present, will be arbitrary and without positive assurance of just and equitable division.

With a common school, a common fund; but with a separate school, a separate fund only can insure protection. Any attempt, therefore, under any pretense however plausible to repeal the present law, in the absence of the abolition of the separate school, becomes a matter of most serious concern to the Colored population of this community. With the separate school, life is sustained in the enforcement of the present law; in its non-enforcement lie paralysis, and, sooner or later, death.

Respectfully submitted:

DECEMBER 31, 1880.

GEO. F. T. COOK,
Superintendent.

TABLE I.—*Summary of Monthly Reports of the Colored*

Months and Sub-Divisions, &c.	No. pupils last report.	Admitted by transfer.	Otherwise admitted.	Transferred.	Withdrawn.	Forfeited seats.	Dismissed.	No. on the roll.	No. vacant seats.	Re-entered.	No. receiving books.	No. present.	No. punctual.	Corporally punish'd.	Suspended.
SEPTEMBER, 1879.															
1st Sub-Division.....	1555	1257	760	1243	45	58	3	2223	21	33	160	1633	1619	39	5
2d " ".....	1240	1275	771	1344	56	49	1	1836	34	56	196	1169	1150	14	17
3d " ".....	775	676	393	659	24	38	0	1123	37	23	182	872	868	12	14
4th " ".....	890	848	489	882	30	27	2	1286	17	42	184	932	914	5	6
5th " ".....	388	296	242	359	7	25	1	534	8	57	16	358	356	10	2
High School.....	63	16	14	0	0	5	0	88	0	2	7	63	63	0	0
Total.....	4911	4368	2669	4487	162	202	7	7090	117	213	745	5026	4970	80	44
OCTOBER, 1879.															
1st Sub-Division.....	2223	18	125	22	74	67	3	2200	1	56	64	1576	1553	26	10
2d " ".....	1836	40	142	46	68	89	4	1812	54	64	46	1227	1187	30	20
3d " ".....	1123	0	70	6	32	43	3	1109	12	37	47	776	766	22	16
4th " ".....	1286	10	72	10	35	37	3	1283	36	29	63	959	942	17	14
5th " ".....	534	1	33	3	9	25	3	528	16	15	7	337	337	8	10
High School.....	88	0	7	0	4	2	0	89	0	4	6	67	67	0	0
Total.....	7090	69	450	87	222	263	16	7021	119	205	233	4942	4852	103	70
NOVEMBER, 1879.															
1st Sub-Division.....	2200	8	94	15	56	65	1	2165	48	62	19	1562	1545	14	10
2d " ".....	1812	13	99	8	71	52	3	1790	13	69	26	1281	1226	8	14
3d " ".....	1109	1	30	8	39	26	0	1067	80	16	3	771	740	17	10
4th " ".....	1283	5	46	5	46	36	2	1245	34	26	7	985	945	6	5
5th " ".....	528	4	24	1	26	21	0	508	31	20	3	304	302	5	1
High School.....	89	0	4	0	0	3	0	90	0	4	6	70	69	0	0
Total.....	7021	31	297	37	238	203	6	6865	206	197	64	4983	4827	50	40
DECEMBER, 1879.															
1st Sub-Division.....	2165	4	54	6	79	40	3	2095	73	46	0	1514	1477	19	11
2d " ".....	1790	3	64	6	56	50	0	1845	18	53	7	1247	1218	11	11
3d " ".....	1067	0	42	2	33	26	2	1046	92	29	16	705	686	19	6
4th " ".....	1245	3	36	0	42	30	0	1212	40	35	7	923	906	13	6
5th " ".....	508	0	20	0	23	18	1	486	51	18	0	314	313	1	2
High School.....	90	0	2	0	2	4	0	86	0	2	0	66	66	0	1
Total.....	6865	10	218	14	235	168	6	6670	274	183	30	4769	4666	63	37
JANUARY, 1880.															
1st Sub-Division.....	2095	4	137	5	126	67	6	2038	4	95	2	1412	1410	19	9
2d " ".....	1845	6	159	8	70	98	2	1732	89	95	11	1091	1062	16	10
3d " ".....	1046	2	69	2	79	57	0	979	149	45	0	628	615	12	6
4th " ".....	1212	0	90	4	69	78	2	1149	95	76	1	835	814	6	7
5th " ".....	486	2	49	1	19	26	0	491	45	41	0	291	289	1	0
High School.....	86	0	2	0	2	1	0	85	0	2	0	64	64	0	0
Total.....	6670	14	506	20	359	327	10	6474	382	354	14	4321	4254	54	32
FEBRUARY, 1880.															
1st Sub-Division.....	2038	998	225	1088	65	70	0	2038	0	212	56	1313	1307	18	11
2d " ".....	1742	565	189	641	56	93	5	1691	94	165	49	974	944	18	13
3d " ".....	979	334	101	366	25	40	1	982	101	92	41	684	681	18	4
4th " ".....	1149	478	194	604	27	44	2	1144	69	182	52	790	779	2	3
5th " ".....	491	117	117	202	19	21	0	483	52	113	0	280	277	9	0
High School.....	85	0	5	0	4	6	0	80	0	5	7	47	47	0	0
Total.....	6474	2492	831	2901	196	274	8	6418	316	769	205	4093	4035	65	31

Schools of Washington and Georgetown, 1879-'80.

Certificates of merit.	Days school open.	Days school closed.	Aggregate days' attendance.	Aggregate days' absence.	Percentage of attendance.	Average number enrolled.	Average daily attendance.	No. pupils tardy.	No. of cases of tardiness.	Days teacher absent.	Times teacher tardy.	Visits of trustees.	Visits of superintendent.	Visits of parents or guardians.
18	768	0	47974 $\frac{1}{2}$	747	98.4	2214	2180	24	25	3	2	78	40	181
20	590	0	35882	570 $\frac{1}{2}$	98.4	1874	1845	44	45	37	0	41	30	85
0	403	0	23669 $\frac{1}{2}$	372	98.4	1123	1106	4	4	0	0	33	23	85
0	445	0	26822	320 $\frac{1}{2}$	98.7	1256	1241	38	38	0	1	25	28	67
3	197	0	11294 $\frac{1}{2}$	262 $\frac{1}{2}$	98.5	530	518	3	4	0	0	16	7	46
0	22	0	1838	39	97.9	85	83	0	0	0	0	11	2	11
41	2425	0	147480 $\frac{1}{2}$	2311 $\frac{1}{2}$	98.4	7082	6973	113	116	40	3	204	128	464
40	792	36	47766	1003 $\frac{1}{2}$	97.9	2216	2171	31	34	1	2	44	25	124
72	660	30	39398	1045 $\frac{1}{2}$	97.4	1838	1790	74	85	25	2	72	34	97
74	418	19	24043	576 $\frac{1}{2}$	97.6	1119	1092	22	22	0	0	0	7	76
6	462	21	27935	565	97.1	1295	1269	25	27	0	1	33	31	57
1	198	9	11395	358 $\frac{1}{2}$	96.9	534	518	3	4	0	0	19	3	40
0	22	1	1975	53	97.3	92	89	1	1	0	0	4	1	10
193	2552	116	152512	3602	97.6	7094	6929	156	173	26	5	172	100	394
84	612	36	35912 $\frac{1}{2}$	953 $\frac{1}{2}$	97.4	2168	2112	30	30	3 $\frac{1}{2}$	6	5	28	92
139	510	30	29867	756 $\frac{1}{2}$	97.5	1802	1757	86	89	19 $\frac{1}{2}$	1	26	40	81
63	323	19	18082	492 $\frac{1}{2}$	97.4	1092	1063	44	46	0	1	1	10	50
2	357	21	21153 $\frac{1}{2}$	458	97.8	1271	1242	50	52	0	0	0	27	43
53	153	9	8405	324	96.2	513	493	6	6	2	1	0	12	26
0	17	1	1507 $\frac{1}{2}$	43 $\frac{1}{2}$	97.1	91	88	1	1	0	0	1	1	5
341	1972	115	114928 $\frac{1}{2}$	3028	97.5	6936	6755	217	224	24 $\frac{1}{2}$	9	33	117	292
79	612	0	34950	899	97.5	2108	2056	60	64	3 $\frac{1}{2}$	3	15	31	78
155	510	0	29212	776 $\frac{1}{2}$	97.4	1763	1718	47	47	1	2	14	33	84
0	323	0	17368 $\frac{1}{2}$	542 $\frac{1}{2}$	96.9	1053	1021	27	27	0	0	10	18	50
16	357	0	20240	411 $\frac{1}{2}$	97.9	1214	1131	21	21	5	1	17	24	37
49	153	0	8129 $\frac{1}{2}$	263 $\frac{1}{2}$	96.8	493	478	2	2	4	0	0	7	34
0	17	0	1452	40	97.3	87	85	1	1	0	0	0	1	10
299	1972	0	111352	2932 $\frac{1}{2}$	97.4	6718	6489	158	162	13 $\frac{1}{2}$	6	56	113	283
21	720	0	41911	1127	97.3	2151	2095	65	65	$\frac{1}{2}$	1	20	5	105
85	600	0	33795	1128 $\frac{1}{2}$	96.7	1746	1689	53	54	4	6	27	3	113
0	380	0	19304	627 $\frac{1}{2}$	96.8	996	965	22	24	0	1	10	0	30
11	520	0	22831 $\frac{1}{2}$	668 $\frac{1}{2}$	97.1	1175	1141	30	30	6	1	7	12	47
8	180	0	9582 $\frac{1}{2}$	363 $\frac{1}{2}$	96.3	497	479	11	13	0	0	0	1	16
0	20	0	1687 $\frac{1}{2}$	34 $\frac{1}{2}$	98.0	86	84	0	0	0	0	2	0	2
125	2420	0	129111 $\frac{1}{2}$	3949 $\frac{1}{2}$	97.0	6651	6453	181	186	10 $\frac{1}{2}$	9	66	21	311
55	650	17	37331	940	97.5	2069	2018	24	28	4	2	6	31	121
69	546	13	31252 $\frac{1}{2}$	1084	96.6	1748	1689	67	73	10 $\frac{1}{2}$	0	12	28	83
0	334 $\frac{1}{2}$	9 $\frac{1}{2}$	17649 $\frac{1}{2}$	545	97.0	983	954	27	27	4	0	14	26	51
0	396 $\frac{1}{2}$	8 $\frac{1}{2}$	19402	464	97.6	1057	1032	17	17	0	2	20	35	51
18	166 $\frac{1}{2}$	4 $\frac{1}{2}$	8731	305 $\frac{1}{2}$	96.6	488	472	10	10	2	1	7	11	24
0	18 $\frac{1}{2}$	$\frac{1}{2}$	1438 $\frac{1}{2}$	68 $\frac{1}{2}$	95.4	81	77	0	0	0	0	0	0	6
142	2772	53	115804 $\frac{1}{2}$	3407	97.1	6426	6242	143	155	20 $\frac{1}{2}$	5	59	131	336

TABLE I.—*Summary of Monthly Reports of the Colored*

Months and Sub-Divisions.	No. pupils last re- port.	Admitted by trans- fer.	Otherwise admitted.	Transferred.	Withdrawn.	Forfeited seats.	Dismissed.	No. on the roll.	No. vacant seats.	Re-entered.	No. receiving books.	No. present.	No. punctual.	Corporally punish'd.	Suspended.
MARCH, 1880.															
1st Sub-Division.....	2038	9	126	14	74	83	4	1998	49	113	89	1231	1124	20	17
2d " ".....	1691	7	97	5	63	82	2	1643	129	85	119	943	907	13	9
3d " ".....	982	7	92	11	30	78	1	961	115	77	52	542	538	12	16
4th " ".....	1144	7	61	7	38	49	1	1117	87	49	27	745	730	9	10
5th " ".....	483	2	38	2	14	22	0	485	49	35	25	231	227	4	1
High School.....	80	0	4	0	0	5	0	79	0	4	0	56	56	0	0
Total.....	6418	32	418	39	219	319	8	6284	429	363	312	3748	3582	58	53
APRIL, 1880.															
1st Sub-Division.....	1998	6	111	5	79	69	3	1959	0	101	8	1357	1336	26	13
2d " ".....	1643	2	91	4	76	55	3	1598	155	87	11	975	953	26	13
3d " ".....	961	1	65	4	33	34	1	955	134	48	4	643	633	15	6
4th " ".....	1117	4	42	1	46	42	2	1082	109	39	12	793	781	8	6
5th " ".....	485	0	40	3	25	29	2	466	68	33	0	250	246	3	2
High School.....	79	0	3	0	1	5	0	76	0	3	0	54	53	0	1
Total.....	6283	13	352	17	260	224	11	6136	466	311	35	4072	4002	78	41
MAY, 1880.															
1st Sub-Division.....	1959	0	72	0	67	49	6	1909	75	71	2	1303	1279	30	10
2d " ".....	1598	1	42	1	54	50	2	1534	207	44	0	1025	997	15	9
3d " ".....	955	0	39	1	33	38	0	922	158	36	0	651	645	16	6
4th " ".....	1082	1	30	0	29	20	0	1064	124	31	0	819	813	6	3
5th " ".....	466	0	54	0	33	45	1	441	93	53	0	219	206	3	1
High School.....	76	0	3	0	1	2	0	76	0	3	0	56	56	0	0
Total.....	6136	2	240	2	217	204	9	5946	657	238	2	4073	3996	70	29
JUNE, 1880.															
1st Sub-Division.....	1909	0	23	0	43	14	3	1872	36	23	1	1517	1517	13	5
2d " ".....	1534	0	11	0	22	23	1	1499	233	10	0	1142	1130	4	6
3d " ".....	922	0	6	0	11	10	0	907	194	6	0	708	705	15	4
4th " ".....	1064	0	2	0	14	4	1	1047	121	1	0	936	905	8	4
5th " ".....	441	0	24	0	11	15	0	433	95	24	0	253	250	2	1
High School.....	76	0	0	0	20	0	0	56	0	0	0	34	34	0	0
Total.....	5946	0	66	0	121	66	5	5820	679	64	1	4590	4541	42	20
Grand total.....	7031	6047	7604	2229	2250	86	.....	.....	2897	1641	.....	.....	663	397	

Schools of Washington and Georgetown, 1879-'80.

Certificates of merit.	Days school open.	Days school closed.	Aggregate days' attendance.	Aggregate days' absence.	Percentage of attendance.	Average number enrolled.	Average daily attendance.	No. pupils tardy.	No. of cases of tardiness.	Days teacher absent.	Times teacher tardy.	Visits of trustees.	Visits of superintendent.	Visits of parents or guardians.
54	735	68	40587	1394½	96.6	1998	1931	50	56	8½	2	18	6	98
166	630	60	33620	1240	96.4	1660	1601	58	58	10½	4	12	0	98
0	399	36	19554	809	96.0	969	930	13	14	0	1	1	9	62
0	430	40	23466	714½	97.0	1151	1117	26	26	2	5	12	0	60
40	189	18	9658	484	95.2	482	459	10	10	1	1	0	0	33
0	21	2	1575	48	97.0	77	75	1	1	0	0	3	0	41
260	2414	224	128460	4690	96.4	6337	6113	158	165	21½	13	46	15	303
0	610	0	42656	1002½	97.7	1984	1939	43	46	4½	1	2	1	162
160	660	0	34673	972½	97.2	1620	1576	35	38	4½	1	14	0	103
0	396	0	21353	556	97.4	995	970	15	15	0	0	9	0	45
0	440	0	23588	480½	98.0	1122	1072	17	17	2	0	0	0	49
17	198	0	9899	398	96.1	468	449	6	6	3	0	0	0	17
0	22	0	1658½	46½	97.2	77	75	1	1	0	0	3	1	8
177	2326	0	133827½	3456	97.4	6256	6081	117	123	14	2	28	2	384
70	716½	18½	37723	923½	97.6	1885	1840	36	36	½	0	12	18	82
63	614½	15½	30958½	950½	97.0	1556	1510	35	36	16½	4	16	0	86
30	389½	18	19103	502	97.4	956	931	12	12	0	1	14	4	36
8	410	10	21550	368½	98.3	1069	1051	11	11	1	2	16	0	36
25	184	5	8736	504	94.5	455	421	26	28	0	1	1	0	21
0	20½	½	1460	38	97.4	73	71	0	0	0	0	3	1	9
196	2355½	67½	119530½	3286½	97.3	5994	5824	120	123	17½	8	62	23	270
0	453	0	23748	451½	98.1	1861	1826	17	17	0	0	92	50	181
0	418	0	20598	528½	97.5	1509	1471	18	19	32	1	38	29	253
0	267	0	13474	289	97.9	918	899	5	5	0	2	35	13	176
0	320	0	16624	152½	99.0	1042	1039	2	2	1	0	44	18	95
0	153	0	7109	321	95.6	437	418	8	8	3	0	15	6	104
0	17	0	1099	31½	97.2	66	64	0	0	0	0	4	0	26
0	1628	0	82652	1774	97.8	5833	5717	50	51	36	3	228	116	835
.....	.....	.....	1235658½	32436	97.4	.....	.....	.....	1478	224½	63	954	766	3872

TABLE II.—*School Sites,*

LOCATION.	Description of building.	When erected.	First used by Colored Public Schools.	Was it built for a school-house?	Previous use.	Condition of building.	How are rooms adapted to school uses?
FIRST SUB-DIVISION.							
1. Sumner Building, corner Seventeenth and M sts. n. w.	Brick, 94 x 69, basement and 3 stories.	1871	1871	Yes...	None...	Excellent.	Excellent.
2. Stevens Building, Twenty-first street, between K and L streets, n. w.	Brick, 88 x 48, basement and 3 stories.	1868	1868	Yes...	None...	Fair...	Fairly.
3. Miner Building, Seventeenth street, between P and Q streets, n. w.	Brick, basement and 3 stories.	1877	1877	Yes...	None...	Excellent.	Excellent.
SECOND SUB-DIVISION.							
1. John F. Cook Building, O street, bet. Fourth and Fifth streets, n. w.	Brick, 96 x 58, 3 stories.	1868	1868	Yes...	None...	Excellent.	Excellent.
2. Third street, bet. New York avenue and L street, n. w.	Wood, 48 x 24, 1 story.	Re-erected 1877	1872	No...	Mission S. Sch'l	Bad...	Badly.
3. Fourth and L streets, n. w.	Brick, 50 x 30, 2 stories.	.....	1875	No...	Church	Bad...	Badly.
4. Tenth street, between R and S streets, n. w.	Wood, 2 stories.	.....	1877	No...	Public Hall.	Fair...	Poorly
5. Third street, between H and I streets, n. w.	Brick, 1 story.	.....	1878	No...	Church	Good..	Fairly.
6. Franklin street.	Wood, 1 story.	.....	1878	No...	Church	Good..	Fairly.
THIRD SUB-DIVISION.							
1. Lincoln Building, corner Second and C streets, s. e.	Brick, 75 x 68, basement and 3 stories.	1871	1871	Yes...	None...	Excellent.	Excellent.
2. Lovejoy Building, corner Twelfth and D sts., n. e.	Brick, 60 x 35, 3 stories.	1872	1872	Yes...	None...	Good..	Well...
3. Corner Eighteenth and B streets, s. e.	Wood, 60 x 35, 1 story.	1871	1871	Yes...	None...	Good..	Well...
FOURTH SUB-DIVISION.							
1. Randall Building, corner First and I streets, s. w.	Brick, 90 x 72, 3 stories.	1876	1876	Yes...	None...	Excellent.	Excellent.
2. Anthony Bowen Building, corner Ninth and E streets, s. w.	Brick, 88 x 45, 2 stories.	1867	1867	Yes...	None...	Fair...	Fairly.
FIFTH SUB-DIVISION.							
1. Chamberlain Building, East st., Georgetown.	Wood, 88 x 40, 2 stories.	1866	1866	Yes...	None...	Fair...	Fairly.

Buildings, Furniture, &c.

Yard room.	Closet room.	Site and building owned by—	Number of school-rooms.		Square feet of ground owned by the District.	Value of grounds.	Value of building.	Value of furniture.	Total value.
			Owued.	Rented.					
Suffi- cient.	Sufficient	District.	11	.....	25,030	\$17,500	\$70,000	\$6,940	\$94,440
Suffi- cient.	Sufficient	District.	10	.....	16,481	8,240	29,000	2,200	39,440
Suffi- cient.	Sufficient	Miner Association .....	.....	10	.....	.....	.....	2,000	2,000
		Total.....	21	10	41,511	25,740	99,000	11,140	135,880
Very little.	Sufficient	District.....	11	.....	8,640	5,000	18,350	2,700	26,050
Very little.	Sufficient	Religious Associa- tion.....	.....	2	.....	.....	.....	300	300
Very little.	Sufficient	3d Baptist Church .....	.....	4	.....	.....	.....	450	450
Very little.	Sufficient	Freedman's Bank .....	.....	6	.....	.....	.....	900	900
Very little.	Sufficient	2d Baptist Church .....	.....	1	.....	.....	.....	.....	.....
Very little.	Sufficient	3d Baptist Church .....	.....	1	.....	.....	.....	.....	.....
		Total.....	11	14	8,640	5,000	18,350	4,350	27,700
Suffi- cient.	Sufficient	District	11	.....	11,900	7,500	37,500	3,273	48,273
Suffi- cient.	Sufficient	District	6	.....	14,010	5,600	16,700	900	23,200
Suffi- cient.	Sufficient	District	2	.....	23,684	1,900	2,800	.....	4,700
		Total.....	19	.....	49,594	15,000	57,000	4,173	76,173
Very little.	Sufficient	District	11	.....	9,088	1,200	23,582	2,600	27,382
Little	Sufficient	District.....	8	.....	8,000	4,500	9,000	1,770	15,270
		Total.....	19	.....	17,088	5,700	32,582	4,370	42,652
Little	Sufficient	District.....	8	.....	5,800	2,000	3,000	1,300	6,300
		Grand Total.....	78	24	122,633	53,440	209,932	25,333	288,705

TABLE III.—*School-Rooms, &c., for the School-year ending June 30, 1880.*

School No.	Grade No.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or Rented.
			Length.	Width.	Height.	Cubic feet.				
First Sub-Division.										
.....	High	Miner Building, 17th st., bet. P and Q streets, n.w.	.....	.....	14	36,288	120	302	Brick.	Rented
1	8	Sumner Building, cor. 17th and M streets n. w.	65	43	18	50,310	60	838	...do ...	Owned
1	7	do.....do.....	33	27	14	12,474	74	167	...do ...	do.
2	7	do.....do.....	33	27	14	12,474	60	208	...do ...	do.
1	6	do.....do.....	33	27	14	12,474	60	208	...do ...	do.
2	6	do.....do.....	33	27	14	12,474	67	186	...do ...	do.
1	5	do.....do.....	33	25	14	11,550	60	192	...do ...	do.
2	5	do.....do.....	33	25	14	11,550	60	192	...do ...	do.
3	5	Stevens Building, 21st st., bet. K and L streets n.w.	38	23	11	9,614	59	160	...do ...	do.
1	4	Sumner Building, cor. 17th and M streets n. w.	33	27	14	12,474	60	208	...do ...	do.
2	4	do.....do.....	33	25	14	11,550	68	169	...do ...	do.
3	4	Stevens Building, 21st st., bet. K and L streets n.w.	38	23	11	9,614	60	160	...do ...	do.
4	4	do.....do.....	38	23	11	9,614	60	160	...do ...	do.
5	4	do.....do.....	38	23	11	9,614	60	160	...do ...	do.
1	3	Sumner Building, cor. 17th and M streets n. w.	33	25	14	11,550	67	172	...do ...	do.
2	3	do.....do.....	33	25	14	11,550	60	192	...do ...	do.
3	3	Stevens Building, 21st st., bet. K and L streets n.w.	38	23	12	10,488	60	174	...do ...	do.
4	3	do.....do.....	38	23	12	10,488	60	174	...do ...	do.
5	3	Miner Building, 17th, bet. P and Q streets n. w.	35	23	14	11,270	60	187	...do ...	Rented
6	3	do.....do.....	33	23	14	11,270	60	187	...do ...	do.
1	2	Stevens Building, 21st st., bet. K and L streets n.w.	38	20	12	9,120	60	152	...do ...	Owned
3	1	do.....do.....	38	20	12	9,120	60	152	...do ...	do.
2	2	do.....do.....	38	23	14	12,236	60	204	...do ...	do.
1	1	do.....do.....	38	23	14	12,236	60	204	...do ...	do.
3	2	do.....do.....	38	23	14	12,236	60	204	...do ...	do.
4	2	Miner Building, 17th st., bet. P and Q streets n. w.	35	23	14	11,270	66	170	...do ...	Rented
5	1	do.....do.....	35	23	14	11,270	60	187	...do ...	do.
5	2	do.....do.....	35	23	14	11,270	60	187	...do ...	do.
6	2	Miner Building, 17th st., bet. P and Q streets n.w.	35	23	14	11,270	60	187	...do ...	do.
4	1	Stevens Building, 21st st., bet. K and L streets n.w.	38	23	14	12,236	60	204	...do ...	Owned
2	1	do.....do.....	38	23	14	12,236	60	204	...do ...	do.
10	1	Miner Building, 17th st., bet. P and Q streets n. w.	36	24	10	8,640	60	144	...do ...	Rented
7	1	do.....do.....	36	24	10	8,640	60	144	...do ...	do.
9	1	do.....do.....	36	24	10	8,640	60	144	...do ...	do.
8	1	do.....do.....	36	24	10	8,640	60	144	...do ...	do.
11	1	do.....do.....	35	23	14	11,270	40	281	...do ...	do.
Second Sub-Division.										
1	8	John F. Cook Building, Ost., bet. 4th and 5th sts. n. w.	38	23	13	11,362	40	284	...do ...	Owned
1	6	do.....do.....	38	23	13	11,362	58	189	...do ...	do.
1	5	do.....do.....	38	23	13	11,362	60	189	...do ...	do.
2	5	do.....do.....	38	23	13	11,362	58	195	...do ...	do.
3	5	do.....do.....	38	23	13	11,362	65	173	...do ...	do.
1	4	do.....do.....	38	23	13	11,362	60	189	...do ...	do.
2	4	do.....do.....	38	23	13	11,362	60	189	...do ...	do.

TABLE III.—*School-Rooms, &c., for the School-year ending June 30, 1880—Continued.*

School No.	Grade No.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or rented.
			Length.	Width.	Height.	Cubic feet.				
Second Sub-Div'n—Cont'd.										
3	4	10th street, bet. R and S streets n. w.....	39	20	12	9,360	60	156	Wood.	Rented
4	4	Cor. 4th and L streets n.w..	22	30	14	9,240	60	154	Brick.	do.
1	3	John F.Cook Building, Ost., bet. 4th and 5th sts. n.w...	38	23	13	11,362	60	189	...do ...	Owned
2	3	do.....do.....	38	18	10	6,840	60	114	...do ...	do.
3	3	10th street, bet. R and S streets n. w.....	39	20	14	10,920	60	182	Wood.	Rented
4	3	do.....do.....	39	20	14	10,920	60	182	...do ...	do.
5	3	3d st., bet. L street and New York avenue n. w.....	24	22	11	5,808	60	87	...do ...	do.
6	3	do.....do.....	24	22	11	5,808	60	96	...do ...	do.
1	1	John F.Cook Building, Ost., bet. 4th and 5th sts. n.w...	38	18	10	6,840	55	124	Brick.	Owned
1	2	do.....do.....	38	18	10	6,840	60	114	...do ...	do.
2	2	do.....do.....	38	18	10	6,840	60	114	...do ...	do.
3	2	10th street, bet. R and S streets n. w.....	39	20	12	9,360	60	156	Wood.	Rented
4	2	Cor. 4th and L streets n.w..	22	30	14	9,240	60	154	Brick.	do.
5	2	Cor. 4th and L streets n.w..	21	30	10	6,300	60	105	...do ...	do.
4	1	Franklin street, bet. 4th and 5th streets n. w.....	60	40	16	38,400	60	640	Wood.	do.
3	1	do.....do.....	60	40	16	38,400	60	640	Wood.	do.
5	1	10th street, bet. R and S streets n. w.....	35	20	12	8,400	60	140	...do ...	do.
6	1	do.....do.....	35	20	12	8,400	60	140	...do ...	do.
7	1	do.....do.....	35	20	12	8,400	60	140	...do ...	do.
8	1	Cor. 4th and L streets n. w..	21	30	10	6,300	60	105	Brick.	do.
10	1	3d street, between H and I streets n. w.....	66	28	19	33,264	60	554	...do ...	do.
9	1	do.....do.....	66	28	19	33,264	60	554	...do ...	do.
Third Sub-Division.										
1	8	Lincoln Building, cor. 2d and C street s. e.....	31	24	12	8,928	60	148	...do ...	Owned
1	7	do.....do.....	36	23	16	13,536	50	270	...do ...	do.
1	6	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
1	5	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
2	5	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
1	4	do.....do.....	30	23	14	9,660	60	161	...do ...	do.
2	4	do.....do.....	30	23	14	9,660	60	161	...do ...	do.
3	4	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
4	4	Lovejoy Building, cor. 12th and D streets n. e.....	32	25	13	10,400	58	177	...do ...	do.
1	3	Lincoln Building, cor. 2d and C streets s. e.....	31	24	12	8,928	60	148	...do ...	do.
2	3	Lovejoy Building, cor. 12th and D streets n. e.....	32	25	13	10,400	60	173	...do ...	do.
1	1	Lincoln Building, cor. 2d and C streets s. e.....	31	24	12	8,928	61	146	...do ...	do.
1	2	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
2	2	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
3	1	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
3	2	do.....do.....	31	24	12	8,928	60	148	...do ...	do.
4	2	Lovejoy Building, cor. 12th and D streets n. e.....	32	25	13	10,400	60	173	...do ...	do.
4	1	do.....do.....	31	24	12	8,928	60	148	...do ...	do.

TABLE III.—*School-Rooms, &c., for the School-year ending June 30, 1880—Continued.*

School No.	Grade No.	LOCATION.	SIZE OF SCHOOL-ROOM.				Number of seats.	Cubic feet of air for each pupil.	Material of building.	Owned or rented.
			Length.	Width.	Height.	Cubic feet.				
		Fourth Sub-Division.								
1	6	Randall Building, cor. Delaware ave. and 1st st. s. w.	38	27	13	13,338	54	247	Brick.	Owned
2	6	do.....do.....	38	27	13	13,338	60	222	...do...	do.
1	5	do.....do.....	38	27	13	13,338	60	222	...do...	do.
2	5	Anthony Bowen Building, cor. 9th and E sts. s. w.	37	27	11.5	11,488	60	191	...do...	do.
1	4	Randall Building, cor. Delaware ave. and 1st st. s. w.	38	27	13	13,338	60	222	...do...	do.
2	4	do.....do.....	36	24	13	11,232	60	191	...do...	do.
3	4	Anthony Bowen Building, cor. 9th and E sts. s. w.	37	27	11.5	11,488	60	187	...do...	do.
1	3	Randall Building, cor. Delaware ave. and 1st st. s. w.	36	24	13	11,232	60	187	...do...	do.
2	3	do.....do.....	36	24	13	11,232	60	187	...do...	do.
3	3	Anthony Bowen Building, cor. 9th and E sts. s. w.	37	27	11.5	11,488	60	191	...do...	do.
1	1	Randall Building, cor. Delaware ave. and 1st st. s. w.	36	24	13	11,232	60	187	...do...	do.
1	2	do.....do.....	38	23	10	8,740	60	145	...do...	do.
2	2	do.....do.....	38	23	10	8,740	60	145	...do...	do.
3	2	do.....do.....	38	23	10	8,740	60	145	...do...	do.
4	2	Anthony Bowen Building, cor. 9th and E sts. s. w.	37	27	11.5	11,488	60	191	...do...	do.
5	2	do.....do.....	37	27	11.5	11,488	60	191	...do...	do.
6	2	do.....do.....	37	27	11.5	11,488	62	185	...do...	do.
2	1	Randall Building, cor. Delaware ave. and 1st st. s. w.	38	23	10	8,740	59	148	...do...	do.
4	1	Anthony Bowen Building, cor. 9th and E sts. s. w.	37	27	11.5	11,488	60	191	...do...	do.
5	1	do.....do.....	37	27	11.5	11,488	60	191	...do...	do.
1	6	Chamberlain Building, East street Georgetown.....	37.5	19.5	12	8,775	54	162	Wood.	do.
1	4	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
1	3	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
2	3	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
1	2	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
3	1	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
2	2	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
1	1	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.
2	1	do.....do.....	37.5	19.5	12	8,775	60	146	...do...	do.

TABLE IV.—Ages of pupils at last birthday, &c., for the School-year ending June 30, 1880.

	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	Total.	Average age.	No. of indigent pupils furnished with books.	Children of parents in U. S. Gov't employ.
1st Sub-Division...	248	393	580	580	628	488	590	453	425	237	136	63	47	4,868	10.7	427	340
{ Number...																	
{ Per cent...	5.11	8.07	11.91	11.91	12.9	10.02	12.12	9.32	8.73	4.86	2.79	1.3	.96				
2d Sub-Division...	268	450	485	530	561	413	497	316	270	153	87	39	21	4,090	10.2	465	181
{ Number...																	
{ Per cent...	6.55	11.0	11.85	12.95	13.72	10.1	12.15	7.7	6.6	3.8	2.12	.95	.51				
3d Sub-Division...	147	331	292	283	309	241	258	165	114	74	60	16	4	2,294	10.0	345	91
{ Number...																	
{ Per cent...	6.4	14.42	12.73	12.33	13.47	10.5	11.24	7.2	4.97	3.22	2.61	.74	.17				
4th Sub-Division...	211	336	392	411	427	285	260	205	159	73	28	10	1	2,798	9.8	353	42
{ Number...																	
{ Per cent...	7.54	12.0	14.01	14.7	15.29	10.18	9.29	7.32	5.68	2.6	1.0	.36	.03				
5th Sub-Division...	78	141	112	127	136	117	116	107	60	28	15	3	2	1,042	10.8	51	10
{ Number...																	
{ Per cent...	7.5	13.53	10.74	12.19	13.05	11.22	11.13	10.30	5.75	2.7	1.43	.28	.18				
Total	952	1,651	1,861	1,931	2,061	1,544	1,721	1,246	1,028	565	326	131	75	15,092	10.3	1,641	664
Per cent.	6.3	10.94	12.33	12.8	13.7	10.23	11.4	8.25	6.8	3.74	2.16	.86	.49				

TABLE V.—Admissions, Withdrawals, Attendance, &c., for the School-year ending June 30, 1880.

FIRST SUB-DIVISION

Schools.	No. pupils last report.	No. of admissions.	No. of re-entries.	Whole number on roll.	Transferred.	Withdrawn.	Forfeited seats.	Dismissed.	No. on roll at close of year.	Received by transfer.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Cases of tardiness.	Cases of corporal punishment.	Suspended.	No. present and punctual at every session.	Days teacher absent.	Times teacher tardy.
School No. 1, Grade No. 8...	26	44	11	59	15	15	5	0	35	16	38	37	97.0	1	0	0	10	$1\frac{1}{2}$	2
Do.....1.....do.....7...	53	70	17	106	23	9	20	5	66	45	72	69	97.0	2	1	4	16	$1\frac{1}{2}$	2
Do.....2.....do.....7...	46	96	27	115	47	8	29	1	57	58	62	61	98.0	1	0	6	13	0	0
Do.....1.....do.....6...	56	85	27	114	48	27	16	0	50	51	54	53	96.6	5	4	4	8	1	0
Do.....2.....do.....6...	54	104	18	140	67	14	14	2	61	80	63	62	97.9	5	4	9	18	$1\frac{1}{2}$	0
Do.....1.....do.....5...	46	108	22	132	69	14	13	1	57	78	59	58	98.4	2	5	5	10	1	0
Do.....2.....do.....5...	52	93	20	125	57	17	15	1	55	56	58	57	97.8	5	0	2	16	0	1
Do.....3.....do.....5...	59	49	10	98	26	24	7	0	51	33	59	58	97.3	0	7	6	11	$1\frac{1}{2}$	0
Do.....1.....do.....4...	40	101	9	132	60	17	11	1	52	83	61	60	98.3	3	4	3	18	4	0
Do.....2.....do.....4...	55	113	20	148	72	17	13	4	62	73	65	63	97.9	6	5	6	9	$1\frac{1}{2}$	0
Do.....3.....do.....4...	47	85	12	120	53	18	4	2	55	69	58	57	98.9	0	2	5	15	0	0
Do.....4.....do.....4...	51	118	34	135	64	18	35	0	52	71	57	55	96.0	19	31	8	6	0	5
Do.....5.....do.....4...	50	120	33	137	70	29	17	1	53	67	56	55	97.1	7	12	1	10	0	3
Do.....1.....do.....3...	56	98	14	140	75	10	11	3	55	68	63	63	98.6	4	5	2	13	0	0
Do.....2.....do.....3...	47	124	24	147	87	15	12	1	56	65	58	57	98.6	6	9	5	9	4	0
Do.....3.....do.....3...	52	111	14	149	83	11	15	0	54	74	59	58	98.6	2	8	4	10	0	0
Do.....4.....do.....3...	49	121	28	142	75	15	30	1	49	74	56	55	97.7	8	26	6	9	0	1
Do.....5.....do.....3...	50	83	30	103	29	15	25	3	61	40	60	58	97.9	6	7	1	9	2	0
Do.....6.....do.....3...	52	150	32	170	92	39	9	2	60	90	57	56	97.7	32	10	6	2	0	0
Do.....1.....do.....2...	43	124	4	163	82	20	9	0	56	83	61	59	98.8	1	8	1	13	0	0
Do.....2.....do.....2...	35	122	20	137	73	16	14	0	54	89	57	56	97.7	2	18	3	7	4	0
Do.....3.....do.....2...	50	103	22	131	71	23	10	0	49	81	55	54	98.2	5	3	3	8	2	0
Do.....4.....do.....2...	49	151	52	148	85	29	26	2	58	79	58	57	97.5	43	15	3	7	0	0
Do.....5.....do.....2...	54	114	37	131	68	14	31	0	55	74	56	54	96.0	50	4	2	6	2	3
Do.....6.....do.....2...	49	123	26	146	98	9	13	0	52	87	56	54	97.2	12	6	1	7	0	0

Do.....1.....do.....1...	38	125	15	148	90	24	4	0	45	99	54	53	97.6	13	3	0	3	0	0
Do.....2.....do.....1...	39	158	15	182	106	36	12	0	43	38	58	57	98.4	3	2	0	13	1	0
Do.....3.....do.....1...	47	202	23	226	145	25	19	0	60	52	66	64	97.3	17	2	0	11	2	0
Do.....4.....do.....1...	0	151	44	107	37	40	32	0	42	92	55	53	96.1	11	2	0	6	0	0
Do.....5.....do.....1...	44	97	9	132	63	13	14	1	50	80	57	56	97.7	13	4	0	11	0	0
Do.....6.....do.....1...	53	79	8	124	113	7	11	1	0	44	61	59	97.6	18	2	2	.....	0	0
Do.....7.....do.....1...	50	113	29	134	72	23	12	0	56	63	61	60	98.1	9	1	1	5	0	0
Do.....8.....do.....1...	63	137	24	176	108	20	13	0	59	50	59	58	97.5	19	4	1	8	0	0
Do.....9.....do.....1...	0	142	29	113	33	21	31	0	57	38	59	57	95.6	53	7	1	6	0	2
Do.....10.....do.....1...	0	154	38	116	36	31	24	0	60	38	61	59	96.8	19	1	0	4	1	0
Do.....11.....do.....1...	0	63	15	48	6	16	6	0	35	26	34	33	99.8	3	0	0	5	0	0
Total	1,555	4,031	812	4,774	2,398	702	582	32	1,872	2,304	2,083	2,035	97.6	401	224	101	332	28½	19

4,774 — 2,304 = 2,470, whole number enrolled in the First Sub-Division.

SECOND SUB-DIVISION.

School No. 1, Grade No. 8...	35	39	18	56	16	18	13	0	27	18	32	31	96.4	2	0	1	4	0	0
Do.....1.....do.....6...	43	92	25	110	54	26	12	2	41	55	52	51	97.4	11	0	0	10	2½	1
Do.....2.....do.....5...	46	96	15	127	51	22	19	4	46	70	55	54	97.8	19	2	0	11	0	3
Do.....3.....do.....5...	45	127	20	152	88	24	15	3	42	90	54	53	97.5	15	1	1	1	1	1
Do.....4.....do.....5...	50	112	19	143	67	24	15	2	55	86	58	57	97.3	16	10	20	13	0	0
Do.....5.....do.....4...	52	143	29	166	91	24	25	0	55	93	64	62	97.9	22	6	5	8	0	0
Do.....6.....do.....4...	45	144	14	175	92	24	13	2	58	105	63	63	98.2	28	6	12	6	4½	1
Do.....7.....do.....4...	32	80	20	92	24	21	15	2	50	46	51	50	97.7	0	6	4	7	2½	0
Do.....8.....do.....4...	38	125	16	147	82	20	6	3	52	103	53	53	98.3	30	8	8	5	1	0
Do.....9.....do.....3...	57	151	22	186	128	18	18	0	44	106	51	50	97.4	19	7	4	25	1	0
Do.....10.....do.....3...	44	147	38	153	108	14	18	2	49	69	61	61	98.7	21	9	4	1	1	0
Do.....11.....do.....3...	52	67	4	115	47	11	7	2	52	50	57	56	98.1	0	7	6	8	1	0
Do.....12.....do.....3...	50	74	8	116	53	15	6	0	50	42	51	51	97.3	0	3	4	5	3	0
Do.....13.....do.....3...	44	86	14	116	56	5	12	0	57	60	57	56	97.8	23	4	1	6	0	0
Do.....14.....do.....3...	44	102	30	116	55	25	14	0	52	56	54	53	98.1	46	6	1	2	36	0
Do.....15.....do.....3...	43	98	20	121	55	8	31	0	47	62	57	56	97.8	10	4	0	4	14	0
Do.....16.....do.....2...	42	178	56	161	115	17	34	1	53	112	59	57	95.7	22	7	2	9	24	3
Do.....17.....do.....2...	51	90	28	113	47	10	33	0	51	44	57	55	95.6	1	9	8	2	11	3
Do.....18.....do.....2...	46	111	20	137	73	25	12	0	47	83	55	53	96.9	16	3	0	7	0	1
Do.....19.....do.....2...	32	100	18	114	45	23	6	0	58	75	59	58	97.3	26	2	0	13	0	0
Do.....20.....do.....2...	33	171	28	176	108	16	28	0	52	112	61	59	96.7	41	6	2	10	2	0
Do.....21.....do.....1...	45	159	13	191	112	11	22	0	59	9	63	62	98.2	40	1	2	3	1	0
Do.....22.....do.....1...	59	112	25	146	76	22	30	0	43	29	53	52	97.4	9	2	1	10	5	0
Do.....23.....do.....1...	0	144	29	115	35	8	45	0	56	98	59	57	95.6	27	13	1	7	22½	1
Do.....24.....do.....1...	36	128	25	139	61	27	26	0	47	62	57	55	95.2	1	10	5	2	0	2

TABLE V.—Admissions, Withdrawals, Attendance, &c., for the School-year ending June 30, 1880—Cont'd.

SECOND SUB-DIVISION.—Continued.

Schools	No. pupils last report.	No. of admissions.	No. of re-entries.	Whole number on roll.	Transferred.	Withdrawn.	Forfeited seats.	Dismissed.	No. on roll at close of year.	Received by transfer.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Cases of tardiness.	Cases of corporal punishment.	Suspended.	No. present and punctual at every session.	Days teacher absent.	Times teacher tardy.
Do.....6.....do.....1...	45	166	32	179	100	35	22	0	54	11	62	60	96.5	2	6	3	3	10	3
Do.....7.....do.....1...	0	158	53	105	27	39	45	0	47	80	59	56	95.4	1	16	2	6	0	1
Do.....8.....do.....1...	36	128	28	136	58	19	31	0	56	59	63	61	97.0	53	4	0	4	0	0
Do.....9.....do.....1...	54	128	39	143	64	21	46	0	51	15	58	57	98.0	20	0	0	8	1	0
Do.....10.....do.....1...	41	122	22	141	72	20	22	0	49	12	66	63	96.0	23	0	0	4	4	0
Total.....	1,240	3,578	728	4,090	2,063	592	641	23	1,499	1,912	1,704	1,664	97.2	544	155	122	214	160½	21

4,090 — 1,912 = 2,178, whole number enrolled in the Second Sub-Division.

THIRD SUB-DIVISION

School No. 1, Grade No. 8...	0	43	6	37	0	14	4	0	25	36	31	30	98.1	1	0	3	8	0	0
Do.....1.....do.....7...	55	26	19	62	13	15	18	1	34	2	42	41	97.4	3	2	5	5	0	0
Do.....1.....do.....6...	49	42	18	73	10	14	18	3	46	18	51	50	97.5	4	19	15	7	0	1
Do.....1.....do.....5...	41	90	27	104	17	23	37	0	54	53	58	56	96.3	9	22	21	8	0	1
Do.....2.....do.....5...	46	75	21	100	35	9	25	1	51	47	56	54	96.4	4	7	3	8	0	0
Do.....1.....do.....4...	38	111	31	118	39	19	44	1	46	60	54	52	96.2	14	42	20	9	0	0
Do.....2.....do.....4...	44	93	18	119	58	21	8	0	50	64	59	58	98.0	5	1	2	18	0	0
Do.....3.....do.....4...	45	115	23	137	67	15	25	0	53	74	59	58	97.4	6	11	6	7	0	0
Do.....4.....do.....4...	38	78	23	93	29	26	19	1	41	39	47	46	97.9	8	13	8	3	0	0
Do.....1.....do.....3...	46	128	34	140	74	15	30	0	55	80	56	55	97.0	12	12	1	5	4	1
Do.....2.....do.....3...	61	52	13	100	52	21	2	0	38	31	50	49	98.4	5	4	1	3	0	0

Do.....1.....do.....2...	53	151	9	195	130	8	11	0	55	99	55	54	97.5	2	2	2	11	0	0
Do.....2.....do.....2...	56	120	25	151	70	2	42	0	62	81	58	56	96.5	9	3	1	5	0	3
Do.....3.....do.....2...	51	162	35	178	113	13	36	0	51	99	55	52	96.5	10	2	0	5	0	0
Do.....4.....do.....2...	41	120	30	131	59	39	8	0	55	71	59	57	97.7	7	3	0	5	0	0
Do.....1.....do.....1...	35	131	23	143	70	12	28	0	56	46	56	55	97.4	52	4	0	4	0	0
Do.....2.....do.....1...	33	127	8	152	135	3	22	0	00	40	54	52	96.2	13	1	0	.....	0	0
Do.....3.....do.....1...	0	122	13	109	23	26	10	0	63	75	61	60	97.4	16	0	0	3	0	0
Do.....4.....do.....1...	43	142	33	152	65	44	3	1	72	6	69	67	97.5	16	10	0	5	0	0
Total.....	775	1,928	409	2,294	1,059	339	390	8	907	1,021	1,030	1,002	97.3	196	158	88	119	4	6

2,294 — 1,021 = 1,273, whole number enrolled in the Third Sub-Division.

FOURTH SUB-DIVISION.

School No. 1, Grade No. 6...	56	53	12	97	28	21	9	3	48	33	53	52	98.3	2	1	3	13	10	0
Do.....2.....do.....6...	51	55	19	87	18	25	5	4	54	25	54	54	98.9	4	0	2	9	0	3
Do.....1.....do.....5...	39	68	22	85	18	26	8	2	51	32	58	57	98.6	6	9	3	15	0	0
Do.....2.....do.....5...	50	70	11	109	37	14	18	0	51	53	52	51	98.2	12	13	9	25	0	4
Do.....1.....do.....4...	51	74	22	103	44	23	9	0	49	47	55	54	98.5	2	3	5	12	0	0
Do.....2.....do.....4...	52	97	17	132	75	14	11	0	49	62	56	55	98.7	3	3	3	14	0	0
Do.....3.....do.....4...	47	101	10	144	82	12	9	3	48	92	56	54	97.9	14	10	6	9	0	0
Do.....1.....do.....3...	52	89	22	119	65	16	2	0	58	61	59	59	99.0	4	2	0	13	0	0
Do.....2.....do.....3...	52	95	19	128	65	15	2	0	65	62	62	62	99.3	6	2	0	16	1	0
Do.....3.....do.....3...	46	122	29	139	89	11	22	1	45	80	58	57	98.0	13	6	8	12	1	0
Do.....1.....do.....2...	48	95	9	134	62	24	6	0	51	78	55	54	98.4	1	0	4	10	0	0
Do.....2.....do.....2...	33	127	19	141	79	19	6	0	56	102	56	55	98.8	5	0	0	11	1	0
Do.....3.....do.....2...	31	170	31	170	111	10	26	1	53	113	58	56	96.6	5	0	1	1	0	0
Do.....4.....do.....2...	49	103	12	140	71	18	13	1	49	76	52	51	98.3	18	5	5	9	1	0
Do.....5.....do.....2...	52	148	30	170	114	8	26	0	52	94	60	59	97.1	26	4	3	14	1	1
Do.....6.....do.....2...	37	144	45	136	98	11	25	0	47	88	55	53	96.8	24	8	7	6	0	1
Do.....1.....do.....1...	28	182	19	191	106	29	15	0	60	68	59	58	98.5	9	0	0	11	0	1
Do.....2.....do.....1...	56	188	59	185	117	10	56	0	61	14	61	59	96.8	19	2	0	5	0	0
Do.....3.....do.....1...	0	97	25	72	56	18	23	0	00	64	60	58	96.3	10	1	0	.....	0	0
Do.....4.....do.....1...	45	176	31	190	125	41	10	0	45	97	50	49	98.3	26	5	1	10	2	2
Do.....5.....do.....1...	15	158	47	126	53	11	56	0	53	15	53	51	95.6	32	6	4	2	0	1
Total.....	890	2,418	510	2,798	1,513	376	357	15	1,047	1,356	1,182	1,158	98.3	241	80	64	217	17	13

2,798 — 1,356 = 1,442, whole number enrolled in the Fourth Sub-Division.

TABLE V.—Admissions, Withdrawals, Attendance, &c., for the School-year ending June 30, 1880—Cont'd.

FIFTH SUB-DIVISION

Schools.	No. pupils last report.	No. of admissions.	No. of re-entries.	Whole number on roll.	Transferred.	Withdrawn.	Forfeited seats.	Dismissed.	No. on roll at close of year.	Received by transfer.	Average number enrolled.	Average number in daily attendance.	Percentage of attendance.	Cases of tardiness.	Cases of corporal punishment.	Suspended.	No. present and punctual at every session.	Days teacher absent.	Times teacher tardy.
School No. 1, Grade No. 6...	51	30	13	68	14	15	9	1	42	10	50	49	97.4	8	13	5	9	2	2
Do.....1.....do.....4...	38	139	55	122	84	21	23	2	47	72	54	53	97.2	7	3	0	4	5	0
Do.....1.....do.....3...	50	172	96	126	108	39	19	3	53	64	56	55	97.6	8	8	10	7	2	0
Do.....2.....do.....3...	49	118	36	131	75	9	32	1	50	61	55	53	96.2	6	7	1	9	0	0
Do.....1.....do.....2...	53	121	49	125	69	17	39	1	48	57	54	51	93.9	15	3	4	1	0	0
Do.....2.....do.....2...	41	95	31	108	59	13	19	0	48	49	51	52	96.9	2	2	0	4	0	1
Do.....1.....do.....1...	55	112	28	139	86	14	19	0	46	46	57	56	97.7	9	0	0	5	0	0
Do.....2.....do.....1...	48	142	68	122	60	16	61	0	50	39	54	50	93.6	21	9	0	3	4	0
Do.....3.....do.....1...	0	134	33	101	16	42	23	0	53	24	58	55	95.6	15	1	0	2	0	1
Total.....	388	1,063	409	1,042	571	186	247	8	439	422	492	473	96.2	91	46	20	44	15	4

1,042 — 422 = 620, whole number enrolled in the Fifth Sub-Division.

RECAPITULATION

First Sub-Division.....	1,555	4,031	812	4,774	2,398	702	582	32	1,872	2,304	2,083	2,035	97.6	401	224	101	332	281	19
Second do.....	1,240	3,578	728	4,090	2,063	592	641	23	1,499	1,912	1,704	1,664	97.2	544	155	122	214	160	21
Third do.....	775	1,928	409	2,294	1,059	339	390	8	907	1,021	1,030	1,002	97.3	196	158	88	119	4	6
Fourth do.....	890	2,418	510	2,798	1,513	376	357	15	1,047	1,356	1,182	1,158	98.3	241	80	64	217	17	13
Fifth do.....	388	1,063	409	1,042	571	186	247	8	439	422	492	473	96.2	91	46	20	44	15	4
High School.....	63	60	29	94	0	34	33	0	56	16	82	80	97.0	5	0	2	32	0	0
Total.....	4,911	13,078	2,897	15,092	7,604	2,229	2,250	86	5,820	7,031	6,573	6,412	97.4	1,478	663	397	958	224	63

15,092 — 7,031 = 8,061, whole number enrolled in the Public Colored Schools of Washington and Georgetown.

TABLE VI.—*Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880.*

SCHOOLS.		No.	NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
Grade.	Per annum.						From what date.	
First Sub-Division.								
High.....			{ Mary J. Patterson, Prin'l. Laura F. Barney..... Caroline E. Parke..... Alice M. Parke.....	1532 15th street n. w... 1332 16th street n. w... 2013 9th street n. w... 1749 S street n. w.....	Oberlin, Ohio..... Philadelphia, Pa..... Washington, D. C..... Brooklyn, Providence, and Norwich.....	Sept. 1, 1869... Sept. 1, 1871... Sept. 1, 1872... Sept. 1, 1871...	\$1,350 950 900 900	Sept. 1, 1877 Sept. 1, 1877 Sept. 1, 1877 Sept. 1, 1877
Elghth.....								
Seventh.....		1	Louise P. Matthews.....	1609 P street n. w.....	Philadelphia, Pa.....	Sept. 1, 1871...	900	Sept. 1, 1877
Do.....		2	Ella W. Somerville.....	1433 L street n. w.....	Salem, Mass.....	Nov. 1, 1872...	800	Sept. 1, 1877
Sixth.....		1	Francis A. Martin.....	1532 15th street n. w...	Buffalo, N. Y.....	Dec. 1, 1875...	750	Sept. 10, 1877
Do.....		2	Mary Nalle.....	1595 P street n. w.....	Washington, D. C.....	Sept. 3, 1870...	800	Sept. 1, 1879
Fifth.....		1	Louie A. Smith.....	1910 L street n. w.....	Washington, D. C.....	Sept. 1, 1873...	700	Sept. 1, 1879
Do.....		2	Cleo A. Jones.....	2117 K street n. w.....	Norwich, Conn.....	Oct. 1, 1869...	700	Sept. 1, 1874
Do.....		3	Mary F. Kiger.....	408 B street s. e.....	Washington, D. C.....	Sept. 1, 1867...	750	Sept. 1, 1878
Fourth.....		1	Martha L. Lawrence.....	1526 M street n. w.....	Washington, D. C.....	Feb. 16, 1867...	700	Sept. 1, 1874
Do.....		2	Rachel M. Mann.....	823 22d street n. w.....	Washington, D. C.....	Sept. 1, 1872...	700	Sept. 1, 1877
Do.....		3	Lucy A. Barbour.....	816 14th street n. w.....	Washington, D. C.....	Sept. 1, 1876...	600	Sept. 1, 1878
Do.....		4	Agnes K. Hill.....	1119 8th street n. w.....	Washington, D. C.....	Feb. 16, 1867...	700	Sept. 1, 1874
Do.....		5	Cornelia A. Pinkney.....	1128 16th street n. w...	New York City.....	Sept. 1, 1872...	600	Jan. 1, 1880
Thlrd.....		1	Julia C. Grant.....	1926 21st street n. w...	Washington, D. C.....	Sept. 1, 1877...	600	Sept. 1, 1879
Do.....		2	Anna M. Mason.....	2218 I street n. w.....	Washington, D. C.....	Sept. 1, 1877...	600	Sept. 1, 1879
Do.....		3	Annie M. Boston.....	810 M street n. w.....	Washington, D. C.....	Sept. 1, 1878...	550	Sept. 1, 1878
Do.....		4	Ellen L. Fisher.....	1742 K street n. w.....	Hopedale, Mass.....	Nov. 1, 1872...	650	Sept. 1, 1874
Do.....		5	Annie L. Foote.....	1113 13th street n. w...	Washington, D. C., and Provi- dence, R. I.....	Sept. 1, 1871...	650	Sept. 1, 1877
Do.....			{ Mary J. Dodson, Sub-As't. Hattie V. Bruce..... Amelia L. Tilghman..... Fannie A. Barrier..... Laura F. Dyson..... Leon T. Jones..... Sarah A. Martin.....	74 4th st., Georget'n... 2006 17th street n. w... 806 M street n. w..... 806 M street n. w..... 101 7th street s. e..... 2117 K street n. w..... 1447 T street n. w.....	Washington, D. C..... Rochester, N. Y..... Washington, D. C..... Brockport, N. Y..... Washington, D. C..... Washington, D. C..... Albany, N. Y.....	Nov. 1, 1867... Oct. 1, 1879... Oct. 1, 1877... Sept. 1, 1870... Nov. 1, 1877... Sept. 4, 1875... Sept. 30, 1869... Sept. 1, 1874...	900 250 550 600 425 600 600 600	Sept. 1, 1879 Oct. 1, 1879 Sept. 1, 1878 Sept. 1, 1877 Sept. 1, 1879 Sept. 1, 1879 Sept. 1, 1877 Sept. 1, 1877

TABLE VI.—*Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880—Continued.*

SCHOOLS.		NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
Grade.	No.					Per annum.	From what date.
First Sub-Division—Cont'd.							
Second.....	6	Octavia Parker.....	1712 P street n. w.....	London, Ontario, and Janesville, Wis.....	Sept. 1, 1874...	\$425	Sept. 1, 1878
First.....	1	Hattie E. Riggs.....	1152 16th street n. w.....	Calais, Maine.....	Sept. 1, 1879...	425	Sept. 1, 1879
Do.....	2	Ella M. Jackson.....	924 24th street n. w.....	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	3	Rosina Budd.....	1642 6th street n. w.....	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	4	Victoria D. Shaw.....	1631 Penn. ave. n. w.....	Washington, D. C.....	Jan. 1, 1880...	400	Feb. 1, 1880
Do.....	5	Anna Ross.....	2128 H street n. w.....	Washington, D. C.....	Sept. 1, 1874...	640	Sept. 1, 1879
Do.....	7	Mary L. Beason.....	22 Dumbarton street, Georgetown.....	Washington, D. C.....	Sept. 1, 1877...	425	Sept. 1, 1879
Do.....	8	Medora F. Barker.....	74 4th st., Georgetown.....	Washington, D. C.....	Sept. 1, 1877...	425	Sept. 1, 1879
Do.....	9	Katie H. Slade.....	2020 14th street n. w.....	Washington, D. C., and Mass.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	10	Eliza F. Wilson.....	1530 L street n. w.....	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	11	Lina E. Jean.....	1134 Conn. ave. n. w.....	Cleveland, Ohio.....	Sept. 1, 1875...	650	Sept. 1, 1879
Second Sub-Division.							
Eighth.....	1	Marian P. Shadd.....	1609 P street n. w.....	Washington, D. C., and Framingham, Mass.....	Sept. 24, 1877...	900	Sept. 24, 1877
Sixth.....	1	Lucy E. Moten.....	728 4th street n. w.....	Washington, D. C., and Salem, Mass.....	Jan. 1, 1870...	750	Sept. 1, 1876
Fifth.....	1	Julia L. Brooks.....	1609 P street n. w.....	Baltimore, Md.....	April 24, 1871...	750	Sept. 1, 1879
Do.....	2	Mary A. C. Coakley.....	1606 Corcoran st. n. w.....	Washington, D. C.....	Oct. 12, 1868...	700	Sept. 1, 1873
Do.....	3	Charle A. Patterson.....	1532 15th street n. w.....	Oberlin, Ohio.....	Sept. 1, 1870...	750	Sept. 1, 1877
Fourth.....	1	Mary E. Syphax.....	1537 16th street n. w.....	Washington, D. C.....	Sept. 2, 1876...	600	Sept. 1, 1879
Do.....	2	Ella D. Barrier.....	806 M street n. w.....	Brockport, N. Y.....	Sept. 5, 1875...	600	Feb. 1, 1878
Do.....	3	Mary A. S. Cary.....	1420 W street n. w.....	West Chester, Pa.....	Sept. 1, 1869...	900	Sept. 1, 1874
Do.....	4	Anna V. Thompkins.....	900 E street s. w.....	Washington, D. C.....	Oct. 1, 1868...	900	Sept. 1, 1879
Do.....	1	Katie C. Lewis.....	16 Mass ave. n. w.....	Washington, D. C.....	Sept. 1, 1878...	550	Jan. 1, 1880
Third.....	2	Anna Warrick.....	1222 16th street n. w.....	Washington, D. C.....	Sept. 1, 1878...	650	Sept. 1, 1879

Do.....	3	Annie E. Holmes.....	1217 13th street n. w.	New Bedford, Mass.....	Nov. 1, 1870...	650	Sept. 1, 1878
Do.....	4	Lydia L. Lewis.....	927 N street n. w.	Washington, D. C.....	Oct. 15, 1872...	600	Sept. 1, 1878
Do.....	5	Jullana Wilson.....	1211 10th street n. w.	Washington, D. C.....	Sept. 1, 1872...	600	Sept. 1, 1872
Do.....	6	Mary E. Chew.....	326 D street n. w.	Washington, D. C.....	Nov. 1, 1871...	600	Mar. 1, 1878
Second.....	1	Martha N. Matthews.....	16-39 P street n. w.	Philadelphia, Pa.....	Oct. 8, 1877...	425	Sept. 1, 1879
Do.....	2	E. Aurelia Butler.....	1713 K street n. w.	Washington, D. C.....	Sept. 1, 1872...	600	Jan. 1, 1880
Do.....	3	Sarah J. Jones.....	1116 1st street n. w.	Washington, D. C.....	Sept. 1, 1875...	600	Sept. 1, 1877
Do.....	4	Mattie L. Hoy.....	1220 13th street n. w.	New York City.....	Sept. 1, 1873...	600	Sept. 1, 1877
Do.....	5	Anna L. Browne.....	431 8th street s. w.	Washington, D. C.....	Sept. 3, 1879...	425	Sept. 1, 1880
First.....	1	Mary E. Johnson.....	1724 Mass. ave. n. w.	Columbus, Ohio.....	Jan. 5, 1880...	400	Jan. 5, 1880
Do.....	2	Carrie E. Taylor.....	1152 15th street n. w.	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	3	Mary E. M. Thomas.....	16-0 Madison st. n. w.	Washington, D. C.....	Sept. 8, 1877...	425	Sept. 1, 1879
Do.....	4	Barbara E. Pope.....	Cor. Beale and Green sts., Georgetown.....	Washington and Georgetown, D. C.....	Sept. 1, 1873...	600	Feb. 1, 1878
Do.....	5	Mary E. Strather.....	1625 12th street n. w.	Washington, D. C.....	Jan. 5, 1880...	400	Jan. 5, 1880
Do.....	6	Margaret E. Heckett.....	1303 12th street n. w.	Washington, D. C.....	Sept. 4, 1876...	550	Sept. 4, 1876
Do.....	7	Edith M. Collins.....	1625 11th street n. w.	Washington, D. C.....	Oct. 1, 1877...	425	Oct. 1, 1879
Do.....	8	Julia R. Bush.....	1321 M street n. w.	Washington, D. C.....	Sept. 18, 1878...	425	Sept. 1, 1879
Do.....	9	Helen C. Ricks.....	413 Ridge street n. w.	Washington, D. C.....	Sept. 9, 1877...	425	Sept. 1, 1879
Do.....	10	Ida E. Twine.....	1621 L street n. w.	Washington, D. C.....	Sept. 18, 1878...	425	Sept. 1, 1879
Third Sub-Division.							
Eighth.....	1	Sara L. Daffin.....	1423 Pierce Placen. w.	Philadelphia, Pa.....	Sept. 1, 1870...	900	Sept. 1, 1872
Seventh.....	1	Martha E. Pryor.....	704 East Capitol st.	Washington, D. C.....	Sept. 2, 1873...	800	Sept. 1, 1877
Sixth.....	1	Ada A. Bozemon.....	318 2d street s. e.	Troy, N. Y.....	Sept. 1, 1875...	700	Jan. 1, 1880
Fifth.....	1	Mary C. Kelly.....	1110 F street n. w.	Burlington, N. J.....	May 19, 1869...	750	Sept. 1, 1878
Do.....	2	Helen A. Simmons.....	721 East Capitol st.	Glenn's Falls, N. Y., and Conn.	Dec. 13, 1865...	700	Sept. 1, 1873
Fourth.....	1	Matilda A. Wheeler.....	1522 K street n. w.	Washington, D. C.....	Sept. 2, 1876...	600	Sept. 1, 1878
Do.....	2	Fannie S. Bruce.....	37 G street n. w.	Washington, D. C.....	Sept. 1, 1876...	600	Sept. 1, 1879
Do.....	3	Amanda R. Bowen.....	1396 17th street n. w.	Providence, R. I.....	Sept. 4, 1875...	600	Sept. 1, 1877
Do.....	4	Grace A. Dyson.....	101 7th street n. e.	Baltimore and Washington.....	Oct. 14, 1868...	900	Sept. 1, 1875
Third.....	1	Mary L. Bowle.....	602 K street n. w.	Washington, D. C.....	Sept. 1, 1871...	650	Sept. 1, 1877
Do.....	2	Margaret A. Hutton.....	1017 4th street s. e.	Washington, D. C.....	Sept. 1, 1872...	650	Sept. 1, 1876
Second.....	1	Fannie M. Costin.....	307 4th street s. e.	Washington, D. C.....	Sept. 1, 1877...	450	Sept. 1, 1879
Do.....	2	Fannie E. McCoy.....	409 Washington st. n. w.	Washington, D. C.....	Sept. 8, 1877...	450	Sept. 1, 1879
Do.....	3	Mary E. Tilghman.....	75 Green st., Geo'twn.	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	4	Maria L. Jordan.....	25 E street s. w.	Washington, D. C.....	Sept. 3, 1874...	600	Oct. 1, 1879
First.....	1	Abby S. Simmons.....	721 East Capitol st.	Chatham, Mass.....	Dec. 13, 1865...	600	Sept. 1, 1876
Do.....	2	Jane E. W. Kelly.....	313 10th street s. e.	New Bedford, Mass.....	Sept. 5, 1875...	600	Oct. 1, 1879
Do.....	3	Rachel A. Lee.....	408 B street s. e.	Washington, D. C.....	Sept. 1, 1877...	600	Sept. 1, 1877

TABLE VI.—Teachers, Residences, Salaries, &c., for School-year ending June 30, 1880—Continued.

SCHOOLS.		NAME OF TEACHER.	RESIDENCE.	WHERE EDUCATED.	DATE OF FIRST APPOINTMENT.	SALARY.	
Grade.	No.					Per annum.	From what date.
Fourth Sub-Division.							
Sixth.....	1	Carrie E. Lewis.....	1812 L street n. w.....	Cleveland, Ohio.....	Sept. 1, 1870...	\$800	Sept. 1, 1878
Do.....	2	Emma F. Merritt.....	39 O street n. w.....	Washington, D. C.....	Sept. 4, 1875...	700	Jan. 1, 1880
Fifth.....	1	Harriet A. Saunders.....	314 3d street s. w.....	Washington, D. C.....	Dec. 31, 1869...	700	Sept. 1, 1874
Do.....	2	(Martha E. Tucker.....	413 B street s. e.....	Washington, D. C.....	Sept. 1, 1871...	900	Sept. 1, 1878
Fourth.....	1	(Katie E. Moten, Sub-As't.....	728 4th street n. w.....	Washington, D. C.....	Sept. 1, 1879...	250	Sept. 1, 1879
Do.....	2	Ida G. Nutter.....	219 D street s. w.....	Washington, D. C.....	Dec. 1, 1873...	600	Sept. 1, 1877
Do.....	3	Carrie E. Pryor.....	704 East Capitol st.....	Washington, D. C.....	Sept. 1, 1876...	600	Sept. 1, 1878
Third.....	1	Maria A. Bailey.....	1217 13th street n. w.....	New Bedford, Mass.....	Oct. 4, 1869...	700	Sept. 1, 1874
Do.....	2	Mary C. Gilles.....	516 C street n. w.....	Washington, D. C.....	Sept. 1, 1873...	650	Sept. 1, 1878
Do.....	3	Agnes A. Harris.....	330 G street s. e.....	Washington, D. C.....	Sept. 1, 1875...	550	Oct. 1, 1879
Second.....	1	Adaline T. Bowen.....	940 C street s. w.....	Washington, D. C.....	Sept. 1, 1874...	650	Oct. 1, 1876
Do.....	2	Margaret P. Bozemon.....	318 2d street s. e.....	Troy, N. Y.....	Oct. 7, 1877...	425	Sept. 1, 1879
Do.....	3	Blandina D. Delitz.....	526 9th street s. e.....	Albany, N. Y., and Washing- ton, D. C.....	Oct. 7, 1877...	450	Sept. 1, 1879
Do.....	4	M. Adele Lawton.....	1752 P street n. w.....	Cambridge, Mass.....	Jan. 1, 1880...	400	Jan. 1, 1880
Do.....	5	Ruth Murray.....	1627 O street n. w.....	Philadelphia, Pa.....	Sept. 1, 1874...	600	Sept. 1, 1877
Do.....	6	Mary A. Jones.....	1925 G street n. w.....	Washington, D. C.....	Sept. 2, 1876...	600	Sept. 1, 1878
First.....	1	Mary A. Ward.....	901 G street s. w.....	Washington, D. C.....	Mar. 20, 1872...	600	Sept. 1, 1878
Do.....	2	Martina E. Bruce.....	2006 17th street d. w.....	Washington, D. C.....	Sept. 1, 1878...	425	Sept. 1, 1879
Do.....	3	Annie R. Over.....	424 1st street s. e.....	Washington, D. C.....	Sept. 1, 1879...	400	Sept. 1, 1879
Do.....	4	Etta B. Moses.....	1419 10th street n. w.....	Washington, D. C.....	Sept. 10, 1878...	425	Sept. 1, 1879
Do.....		Sarah A. Carter.....	1729 11th street n. w.....	Washington, D. C.....	Jan. 1, 1880...	400	Jan. 1, 1880
Fifth Sub-Division.							
Sixth.....	1	(Adaline T. Howard.....	1633 P street n. w.....	Boston, Mass.....	March 1, 1869...	900	Sept. 1, 1874
Fourth.....	1	(Annie W. Silence, Sub-As't H. Augusta Martin.....	1222 13th street n. w..... 512 19th street n. w.....	Washington, D. C..... Providence, R. I., and Wash- ington, D. C.....	Sept. 1, 1879...	250	Sept. 1, 1879
					Sept. 2, 1872...	650	Oct. 1, 1877

Third.....	1	Laura V. Fisher.....	1742 K street n. w.....	Philadelphia, Pa., and Wash- ington, D. C.....	Sept. 1, 1867...	600	Sept. 1, 1877
Do.....	2	Parthenia Woodson.....	1132 20th street n. w.....	Washington, D. C.....	Sept. 4, 1875...	600	Feb. 1, 1879
Second.....	1	Esther R. Lewis.....	24 Montgomery street Georgetown.....	Washington, D. C.....	Sept. 2, 1878...	425	Sept. 1, 1879
Do.....	2	Amelia W. Ringgold.....	1729 L street n. w.....	Washington, D. C.....	Sept. 1, 1871...	600	Sept. 1, 1877
First.....	1	Eva A. Chase.....	1109 I street n. w.....	Washington, D. C.....	Sept. 15, 1878...	4.5	Sept. 1, 1879
Do.....	2	Emily M. Armstead.....	1511 P street n. w.....	Philadelphia, Pa.....	Feb. 1, 1880...	400	Feb. 1, 1880
Do.....	3	Jennie V. Norris.....	West street George- town.....	Washington and Georgetown, D. C.....	Sept. 1, 1877...	425	Sept. 1, 1879

TABLE VII.—*Principals, Special Teachers, Residences, Salaries, &c., for the School-year ending June 30, 1880.*

POSITION.	NAME.	RESIDENCE.	WHERE EMPLOYED.	DATE OF FIRST APPOINTMENT.	SALARY.	
					Per annum.	From what date.
Principal.....	Annie P. Spencer.....	810 M street n. w.....	Sumner Building.....	Jan. 1, 1869...	\$1,000	Sept. 1, 1874
Do.....	Mary V. Datcher.....	1537 K street n. w.....	Stevens Building.....	Apr. 5, 1869...	1,000	Sept. 1, 1874
Do.....	Annie L. Foote.....	1113 13th street n. w....	Minor Building.....	Nov. 1, 1867...	900	Sept. 1, 1879
Do.....	Henry P. Montgomery.....	1914 11th street n. w....	John F. Cook Building.....	Feb. 1, 1879...	1,000	Feb. 1, 1879
Do.....	Mary A. S. Cary.....	1420 W street n. w.....	Tenth Street Building.....	Sept. 1, 1869...	900	Sept. 1, 1874
Do.....	Anna V. Thompson.....	901 E street s. w.....	Fourth and L Street Building.....	Oct. 1, 1868...	900	Sept. 1, 1879
Do.....	Mary E. Reed.....	308 B street s. e.....	Lincoln Building.....	Sept. 5, 1868...	1,000	Sept. 1, 1874
Do.....	Grace A. Dyson.....	101 7th street n. e.....	Lovejoy Building.....	Oct. 14, 1868...	900	Sept. 1, 1875
Do.....	Maria A. Dorster.....	2113 12th street n. w....	Randall Building.....	Apr. 1, 1867...	1,000	Sept. 1, 1874
Do.....	Martha E. Tucker.....	413 B street s. e.....	Anahony Bowen Building.....	Sept. 1, 1871...	900	Sept. 1, 1878
Do.....	Adaline T. Howard.....	1633 P street n. w.	Chamberlain Building.....	Mar. 1, 1869...	900	Sept. 1, 1874
Teacher of Music.....	Josephine A. Espula.....	714 9th street n. e.....	Schools of Higher Grades.....	Sept. 1, 1879...	800	Sept. 1, 1879
Do.....	Henry F. Grant.....	1503 M street n. w.....	Schools of Lower Grades.....	Sept. 1, 1872...	800	Sept. 1, 1872
Teacher of Drawing.....	Thomas W. Hunster.....	1620 M street n. w.....	Entire Schools.....	Sept. 1, 1875...	1,100	Sept. 1, 1877
Clerk.....	Rosetta E. Conkley.....	127 West street Georgetown.	Office of Supt. Schools.....	Sept. 1, 1872...	800	Sept. 1, 1874

ANNUAL EXAMINATIONS IN SPELLING.

1880.

Third Grade, April 22; Fourth Grade, April 23; Fifth Grade, April 26;
Sixth Grade, April 27; Seventh Grade, April 28; Eighth Grade, April 29.

REGULATIONS.

At the examinations in spelling the words shall be written on paper of uniform pattern, to be furnished by the Superintendent. All the pupils in each class are to write the words. The Superintendent shall select fifty words, to be found within the limits prescribed in the course of study for each grade, and furnish a list of the same to the Supervising Principals who are to conduct the examinations. The words must be given out distinctly and slowly, and as each is pronounced it will be repeated aloud by every pupil. Every change made after the word is written, or while writing it, will be counted an error. Immediately after the examinations the Supervising Principals shall return all the written work of the pupils and make a tabulated report to the Superintendent, giving for each class the following items: Division; Grade of class; Name of teacher; Number of pupils enrolled in class; Number of pupils present and examined; Whole number of words written; Whole number of words misspelled; Percentage of words spelled correctly; Number of pupils perfect. The Superintendent shall transmit a consolidated report to the Board.

LISTS OF WORDS.

THIRD YEAR—FIRST TERM.

Decide.	Minute.	Until	Uncle.
Busy.	Rough.	Separate.	Druggist.
Patient.	Fierce	Favorite.	Wretched.
Revere.	Scarcely.	Console.	Salable.
Healthful	Skilful.	Language.	Journey.
Fought.	Salad.	Loyal.	Stubborn.
Taught.	Cousin.	Fountain.	Effort.
General.	Bedstead.	Juicy.	Central.
Sheriff.	Sabbath.	Because	Soda.
Laughed.	Threshold.	Discreet.	Believe.
Offence	Falsehood.	Flannel.	Porridge.
Beautiful.	Curable.	Comma.	
Paltry.	Neighborhood.	Desirous.	

THIRD YEAR—SECOND TERM.

Grammar.	Fierce.	Expense.	Cautious.
Already.	Scissors.	Innocent.	Nourish.
Immense.	Asia.	Tortoise.	Waddle.
Breakfast.	Tongue.	Generally.	Patiently.
Survey.	Stealthy.	Proceed.	Seized.
Children.	Alpaca.	Deceitful.	Message.
Threatened.	Circle.	Chosen.	Daisies.
Poultice.	Pickrel.	Frozen.	Biscuit.
Inquisitive.	Mountain.	Sociable.	Scholar.
Believe.	Village.	Shoulder.	Theatre.
Deceive.	Deluge.	Wednesday.	Bouquet.
Sieve.	Buried.	Misery.	
February.	Control.	Saucer.	

FOURTH YEAR—FIRST TERM.

Carol.	Plymouth.	Company.	Sinewy.
Ducat.	Lieu.	Imagine.	Re-echoed.
Tacit.	Lymph.	Behavior.	Livery.
Martyr.	Wealth.	Bracing.	Patience.
Niagara.	Weird.	Fertile.	Women.
Sabbath.	Mississippi.	Monarchy.	Deceived.
Malice.	Justice.	Intelligent.	Appalling.
Terrace.	Descend.	Barbarian.	Equity.
Siege.	Grammar.	Especial.	Flourished.
Canada.	Habit.	Spaniel.	Answered.
Serene.	Curious.	Familiar.	Viscid.
Hymen.	Nova Scotia.	Involuntary.	
Tryst.	Lichens.	Shoulder.	

FOURTH YEAR—SECOND TERM.

Diffuse.	Myriad.	Murmur.	Dubuque.
Discern.	Crucify.	Encompassed.	Social.
Passive.	Worcester.	Mystic.	Prejudice.
Docile.	Vilify.	Tallahassee.	Cincinnati.
Agile.	Heifer.	Ceremony.	Trouble.
Nicaragua.	Friendship.	Proceeded.	Hastily.
Cycle.	Philadelphia.	Pillaging.	Restaurant.
Weasel.	Valise.	Perilous.	Cupboard.
Sheriff.	Magazine.	Officially.	Unusual.
Spaniard.	Paucity.	Chicago.	Geyser.
Forcible.	Handkerchief.	Concealed.	Tennessee.
Sensible.	Raleigh.	Discretion.	
Cynical.	Intelligent.	Provincials.	

FIFTH YEAR—FIRST TERM.

Biscuit.	Feudal.	Innocent.	Buenos Ayres.
Mullein.	Scallop.	Appreciated.	Moccason.
Lettuce.	Marseilles.	Manoeuvre.	Anticipate.
Ferrule.	Doubtful.	Germany.	Brilliant.
Quito.	Anxious.	Precious.	Paris.
Poultice.	Necessary.	Cinquefoil.	Unsuspecting.
Bureau.	Sagacious.	Terrible.	Mimicry
Squalid.	Pyrenees.	Porpoise.	Great Britain.
Wassail.	Mechanical.	Mediterranean.	Crevices.
Knowledge.	Business.	Sacrifice.	Leisurely.
Constantinople.	Discerned.	Healthy.	Ferocity.
Ewer.	Hindustan.	Civility.	
Nuisance.	Bevies.	Perseverance.	

FIFTH YEAR—SECOND TERM.

Comely.	Philadelphia.	Mississippi.	Esquimaux.
Constable.	Pertinent.	Achievements	Skilful.
Couplet.	Skirmish	Discipline.	Precipice.
Viscous.	Spaniards.	Steered.	Conceived.
Grievous.	Perfidy.	Michigan.	Archipelago.
Ludicrous.	Fulness.	Citadel.	Menial.
Necessary.	Sterling.	Tyrannical.	Alleghany.
Routine.	Nicaragua.	Unsocial.	Character.
Brewery.	Poltroon.	Europe.	Placid.
Gourmand.	Thermometer.	Galleries.	Giraffe.
Imbrue.	Auxiliary.	Seditious.	Alexandria.
Shampoo.	Mackenzie.	Reverberated.	
Attorney.	Equipages.	Pinioned.	

SIXTH YEAR—FIRST TERM.

Allspice.	Jessamine.	Halcyon.	Imaginary.
Cider.	Vanilla.	Species.	Egypt.
Hominy.	Halibut.	Marine.	Disastrous.
Omelet.	Iniquities.	Whimseys.	Italy.
Waffle.	Sincere.	Geography.	Artisans.
Cinnamon.	Vision.	Circumference.	Huguenots.
Macaroni.	Weird.	Meridian.	Dissensions.
Beryl.	Medley.	Isthmus.	Roanoke.
Bismuth.	Deciduous.	Plateau.	Pacified.
Emerald.	Dallying.	Caucasian.	Chesapeake.
Onyx.	Transferred.	Government.	Inefficiency.
Lichen.	Artifice.	Civilization.	
Geranium.	Counterfeit.	Physical.	

SIXTH YEAR—SECOND TERM.

Reconcile.	Schuylkill.	Aeronaut.	Troublesome.
Crystalline.	Fibre	Valiant	Aix-la-Chapelle.
Discipline.	Ochre.	Olympia.	Dangerous
Perquisite.	Unique.	Anxiously.	Massacred.
Maryland.	Arraign.	Busily	Militia.
Syllable.	Apalachee.	Gentlefolks	Detachment.
Crucible.	Foreign.	Mutinous.	Allegiance
Feasible.	Asthma.	Norfolk	Accompanied.
Alleghany.	Ghoul.	Ethereal.	Provincial.
Inscible.	Schism.	Cautiously.	Duquesne.
Icicle.	Cincinnati.	Commercial.	Levied.
Pinnacle.	Mortgage.	Rebellion.	
Harangue.	Privateer.	Guaranteed.	

SEVENTH YEAR—FIRST TERM.

Typhus.	Partial.	Bucephalus.	Menaced.
Pugilism.	Possessions.	Rhubarb.	Apennines.
Triglyph.	Constantinople.	Gorgeous.	Lodgement.
Ledger.	Transient.	Celestial.	Court-martial.
Dneiper.	Luscious.	Treadle.	Simultaneous.
Egregious.	Financial.	Guayaquil.	Brilliant.
Sentient.	Havana.	Riveted.	Jamaica.
Inertia.	Civilization.	Emissary.	Military.
Attrition.	Social.	Zurich.	Mediterranean.
Leipsic.	Machinery.	Legerdemain.	Redoutable.
Flagitious.	Issue.	Transcendent.	Gibraltar.
Vitiate.	Cayenne.	Agreeable.	
Rational.	Gorgeous.	Vengeance.	

SEVENTH YEAR—SECOND TERM.

Derision.	Chyle.	Careering.	Consciousness.
Erasure.	Afghanistan.	Pedagogue.	Chihuahua.
Glazier.	Archetype.	Cudgelled.	Fricassee.
Billiards.	Architect.	Pertinacious.	Peccadilloes.
Yenesei.	Eucharist.	Polynesia.	Taciturn.
Civilian.	Stomach.	Missile.	Chattanooga.
Emollient.	Sierra Leone.	Conciliation.	Authenticity.
Punctilious.	Strychnine.	Secession.	Stanchion.
Quixotic.	Rutabaga.	Grenadier.	Insidious.
Khedive.	Raspberry.	Sumatra.	Mississippi.
Equity.	Oceanic.	Unsuspicious.	Chivalric.
Coquette.	Mauritius.	Alchemy.	
Critique.	Vengeance.	Stygian.	

EIGHTH YEAR—FIRST TERM.

Redoubt.	Scimitar	Quintessence.	Abhorrence.
Diaphragm.	Baton Rouge.	Architecture	Substantial.
Rheumatism.	Psychology.	Inaccessible.	Leavenworth
Vignette.	Achievement.	Des Moines.	Commercial.
Alleghany.	Roguary.	Summary.	Besieged.
Circumference.	Judiciary.	Irresistible.	Allegiance.
Physical.	Cincinnati.	Association.	Ammunition.
Pseudonyme.	Manageable.	Impassable.	Cheyenne.
Abscind.	February.	Milwaukee.	Received.
Kanawha.	Infusible	Sincerely	Militia.
Financier.	Duplicity.	Sympathize.	Porpoises.
Sieve.	Missouri.	Vicissitude.	
Weird.	Subterranean.	Montana.	

EIGHTH YEAR—SECOND TERM.

Exceed.	Himalaya.	Seneschal.	Inconceivable.
Concede.	Secrecy.	Participation.	Practising.
Cuirassier.	Pleurisy.	Tchad.	Pyrotechnic.
Nippon.	Anodyne.	Falchion.	Adelaide.
Cohere.	Cedilla.	Marauder.	Intellectual.
Renew.	Celebes.	Ascertained.	Moralizing.
Indue.	Inveigle.	Topographical.	Marquesas.
Dentifrice.	Irascible.	Reconnoitred.	Sovereignty.
Smyrna.	Erysipelas.	Abyssinia.	Citadel.
Proboscis.	Cicatrice.	Reconciliation.	Panegyric.
Tranquillize.	Mozambique.	Grievances.	Circumstantial.
Ambitious.	Bazaar.	Busily.	
Controversial.	Burial.	Honolulu.	

REPORT.

NAME OF TEACHER.	Sub-Division.	No. of pupils belonging to class.	No. of pupils present.	Whole number of words written.	Whole number of words misspelled.	Per cent. of words spelled correctly.	No. of pupils per-lect.
Third Year—First Term.							
Mrs. Boston.....	1	21	21	1,050	298	71.6	0
Miss E. L. Fisher.....	1	51	48	2,400	1,251	47.8	0
" H. V. Bruce.....	1	60	60	3,000	1,831	61.0	0
" K. C. Lewis.....	2	25	24	1,200	689	42.5	0
Mrs. Warri k.....	2	28	28	1,400	800	42.8	0
Miss Holmes.....	2	17	16	800	325	59.3	0
" L. L. Lewis.....	2	22	22	1,100	487	56.6	0
" J. Wilson.....	2	55	54	2,700	1,270	52.9	0
" Chew.....	2	11	11	550	307	44.1	0
" Bowle.....	3	36	35	1,750	506	71.0	0
" Hutton.....	3	24	24	1,200	352	70.6	1
" Harris.....	4	51	49	2,450	1,249	49.0	1
" A. T. Bowen.....	4	17	17	850	187	78.0	0
" Murray.....	4	25	24	1,200	410	65.8	0
" L. V. Fisher.....	5	24	23	1,150	555	51.7	0
" Woodson.....	5	25	25	1,250	489	60.8	0
Third Year—Second Term	.....	492	481	24,050	11,006	54.2	2
Miss Mason.....	1	57	57	2,850	956	66.4	0
Mrs. Boston.....	1	36	36	1,800	328	81.1	1
Mrs. Dodson.....	1	40	40	2,000	598	70.1	1
Miss K. C. Lewis.....	2	21	20	1,000	454	54.6	0
Mrs. Warlek.....	2	26	25	1,250	619	50.4	0
Miss Holmes.....	2	41	39	1,950	599	69.1	0
" Thompkins.....	2	24	23	1,150	301	73.8	0
" J. Wilson.....	2	6	6	300	169	43.6	0
" A. R. Bowen.....	3	24	24	1,200	477	60.0	0
" Bowle.....	3	19	19	950	279	70.0	0
" Hutton.....	3	17	17	850	126	73.4	0
" C. E. Pryor.....	3	33	33	1,650	691	58.1	0
Fourth Year—First Term.							
Miss Giles.....	4	37	37	1,850	537	72.9	0
" A. T. Bowen.....	4	32	31	1,550	113	92.7	8
" L. V. Fisher.....	5	33	33	1,650	489	70.3	0
" Woodson.....	5	29	29	1,450	342	76.4	1
Fourth Year—Second Term.	.....	475	469	23,450	7,078	69.8	11
Miss Mann.....	1	64	64	3,200	1,352	57.7	0
" Grant.....	1	59	59	2,950	1,549	47.4	0
Mrs. Hill.....	1	32	32	1,600	1,009	36.2	0
Miss Pinkney.....	1	55	55	2,750	1,671	39.2	0
" Foote.....	1	23	23	1,150	563	50.5	0
" E. D. Barrier.....	2	40	38	1,900	1,163	38.7	0
Mrs. Cary.....	2	25	24	1,200	402	66.5	0
Miss Thompkins.....	2	32	32	1,600	407	74.5	0
" F. S. Bruce.....	3	32	32	1,600	1,068	33.2	0
" A. R. Bowen.....	3	33	33	1,400	952	32.0	0
" G. A. Dyson.....	3	18	18	900	436	51.5	0
" Giles.....	4	22	22	1,100	698	36.5	0
" C. E. Pryor.....	4	18	18	900	512	43.1	0
" M. A. Bailey.....	4	24	21	1,050	481	54.1	0
" H. A. Martin.....	5	17	17	850	501	41.0	0
Fourth Year—Second Term.	.....	494	483	24,150	12,770	47.1	0
Miss Lawrence.....	1	45	45	2,250	603	73.2	2
" Barbour.....	1	45	45	2,250	1,213	46.0	0
Mrs. Hill.....	1	25	25	1,250	747	40.2	0
Miss Syphax.....	2	65	61	3,050	1,763	42.1	0
" E. D. Barrier.....	2	22	21	1,050	562	46.4	0
" Wheeler.....	3	52	50	2,500	1,286	48.5	0
" F. S. Bruce.....	3	22	21	1,050	655	37.6	0

Miss G. A. Dyson.....	3	15	14	700	325	53.5	0	Miss Howard.....	5	18	17	850	229	73.0	0
" Nutter.....	4	50	50	2,500	1,346	46.1	0			184	183	9,150	2,624	71.3	0
" Bailey.....	4	27	27	1,350	415	69.2	0	Sixth Year—Second Term.							
" H. A. Martin.....	5	17	16	800	359	55.1	0								
Fifth Year—First Term.															
Miss C. A. Jones.....	1	30	30	1,500	241	83.9	2	Miss Somerville.....	1	12	12	600	150	75.0	0
" Lawrence.....	1	9	9	450	62	86.2	0	" F. A. Martin.....	1	53	53	2,650	382	85.5	0
" Kiger.....	1	31	31	1,550	660	57.4	0	" L. E. Moten.....	2	18	18	900	286	68.2	0
" Barbour.....	1	14	13	650	257	60.4	0	" A. A. Bozemon.....	3	25	23	1,150	477	58.5	0
" Coakley.....	2	27	26	1,300	555	57.3	0	" C. E. Lewis.....	4	25	23	1,150	245	78.8	0
" C. A. Patterson.....	2	57	55	2,750	706	74.3	0	" Howard.....	5	10	9	450	102	77.3	0
Mrs. Cary.....	2	26	25	1,250	344	72.4	3			143	138	6,900	1,612	76.1	0
Miss H. A. Simmons.....	3	31	29	1,450	609	58.0	0	Seventh Year—First Term							
" G. A. Dyson.....	3	9	8	400	101	74.7	0	Miss Somerville.....	1	46	45	2,250	682	69.6	0
" Saunders.....	4	35	34	1,700	393	76.8	1	" A. A. Bozemon.....	3	23	23	1,150	592	48.0	0
Mrs. Tucker.....	4	23	22	1,100	461	58.0	0	" C. E. Lewis.....	4	13	13	650	182	70.2	0
Miss H. A. Martin.....	5	18	18	900	433	51.8	0			82	81	4,050	1,456	64.0	0
								Seventh Year—Second Term.							
		310	300	15,000	4,822	67.8	4								
Fifth Year—Second Term.															
Miss Smith.....	1	59	54	2,700	847	68.6	0	Miss L. P. Matthews.....	1	35	34	1,700	426	74.9	0
" C. A. Jones.....	1	27	26	1,300	184	85.8	0	" L. E. Moten.....	2	11	11	550	243	55.8	0
" Kiger.....	1	28	28	1,400	306	78.1	1	" M. E. Pryor.....	3	16	16	800	422	47.2	0
" Brooks.....	2	27	27	1,350	487	63.9	0	" Dorster.....	4	11	11	550	101	81.8	0
" Coakley.....	2	22	20	1,000	397	60.3	0			73	72	3,600	1,192	66.8	0
" M. O. Kelly.....	3	39	37	1,850	468	74.7	0	Eighth Year—First Term.							
" H. A. Simmons.....	3	23	23	1,150	514	55.3	0	Miss A. M. Parke.....	1	21	21	1,050	314	70.0	0
" Merritt.....	4	21	21	1,050	346	68.0	0	" L. P. Matthews.....	1	32	32	1,600	383	76.0	1
" Saunders.....	4	21	21	1,050	236	77.5	0	" Shadd.....	2	14	14	700	96	86.3	0
Mrs. Tucker.....	4	31	31	1,550	263	83.0	0	" M. E. Pryor.....	3	20	20	1,000	280	72.0	0
Miss Silence.....	5	15	15	750	391	47.8	0	" Daffin.....	3	9	9	450	193	57.1	0
								Eighth Year—Second Term.							
		313	303	15,150	4,429	70.7	1			96	96	4,800	1,266	73.6	1
Sixth Year—First Term.															
Miss Nalle.....	1	66	66	3,300	934	71.6	0	Miss A. M. Parke.....	1	14	14	700	203	71.0	0
" L. E. Moten.....	2	17	17	850	262	69.1	0	" Shadd.....	2	14	14	700	239	65.8	0
" Brooks.....	2	25	25	1,250	427	65.8	0	" Daffin.....	3	19	19	950	404	57.4	0
" M. O. Kelly.....	3	22	22	1,100	348	68.3	0			47	47	2,350	846	64.0	0
" Merritt.....	4	36	36	1,800	424	78.6	0								

QUESTIONS FOR THE WRITTEN EXAMINATIONS.

January and June, 1880.

INSTRUCTIONS.—Marginal lines have been ruled on the paper to be written upon, and the writing should not extend beyond these. The number of the question should be written in the narrow space between the vertical ruled lines; and the sheet must be so placed by the pupil that the *widest margin will be at the top of the page*, and the *narrow space for numbers of the questions on the left*. Each subject should be written only once, on the upper line, near the middle of the first page, and the name of the pupil should be written to the right of it, on the same line. A line should be left blank after the subject, and after each answer. Not more than one subject should be written on any page. The pages used for *each* subject should be numbered from one upward, and the number should be written near the upper outer corner of the page, but inside the marginal line.

In arithmetic give the work in full, and before the answer write *Ans.* No credit will be allowed if the work is not given. When a subject is finished, take the work to the teacher's desk. Pains should be taken with expression, arrangement, penmanship, and neatness in the written work, as it will be preserved in the office of the Superintendent, and be subject to inspection; but the work must not be copied.

FIFTH YEAR—FIRST TERM.

ARITHMETIC.

January.

1. Define cancellation, and state upon what principle it depends.
2. How many chests of tea, each containing 63 pounds, worth 7 shillings a pound, must be given for 21 bags of coffee, each weighing 28 pounds, worth 3 shillings a pound?
3. Divide the least common multiple of 7, 42, 6, 9, 10, and 630, by the greatest common divisor of 110, 140, and 680.
4. What is the distance round a farm $\frac{7}{8}$ mi. long and $\frac{8}{15}$ mi. wide.
5. A lady purchased a shawl for $\$8\frac{1}{2}$, and gave the merchant a 10 dollar bill. How much change should she receive?

June.

1. Define a composite number. What is a multiple of a number?
2. What is the product of the least common multiple of 12, 16, 24, and 32, multiplied by their greatest common divisor?
3. How many tubs of butter, each containing 56 pounds, must be given for 7 barrels of sugar, each containing 195 pounds, at 10 cents a pound?
4. A man gave $\frac{1}{3}$, $\frac{2}{5}$, and $\frac{1}{6}$ of his money for different objects and had \$1,500 left. How much had he at first?
5. In a factory are three wheels, which revolve 25, 30, and 50 times a minute respectively. What is the least time in which all of them will make an exact number of revolutions?

GEOGRAPHY.

January.

1. Bound and describe South America.
2. Name the countries in the region of the Andes, and give their principal exports and the nature of the government.
3. What can you say of the British Isles? Of what does the British Empire consist?
4. Tell what is said of India or Hindostan. Of the Eastern Peninsula.
5. Make the diagram and draw the outline of North America, and locate its principal rivers.

June.

1. Describe Brazil? What is said of its vegetation? Give its principal exports.
2. What can you say about Germany? What of the industries of Austria.
3. What general description of Asia can you give? What can you tell about the races and civilization of Asia?
4. Locate the following: *Orinoco, Bosphorus, Liverpool, Biscay Comorin.*
5. Make the diagram and draw the outline of South America, and locate its principal cities.

GRAMMAR.

January.

1. What is a sentence? In the following mention the subject and predicate and why:

The horse was caught with a lasso.

2. Name the kinds of sentences and define each.
3. Define the following: a letter, a word, an adjective, an adverb, a preposition.
4. In the following sentence, tell which is the subject, which the predicate, and name the parts of speech:

No one careth for another; every one, hardened by misery, careth for himself alone.

June.

1. What is a word? A proposition? A phrase? A clause? Give an example of each, in the order named.
2. How many and what parts of speech are there? Define *article, verb, preposition*, and give an example of each.
3. How are words bound together in sentences? What may a noun or pronoun be?
4. In the following sentence, tell which is the subject and which the predicate, and name the parts of speech:

"Glide on, O Moon! fairer than the silvery boat in the upper deep."

PHYSIOLOGY.

January.

1. Of what does the head consist? Name and describe its principal parts.
2. Name the parts belonging to each tooth. Describe each part.
3. Of what is the hand composed? Describe the parts of the foot.
4. Name four uses of the blood when in the healthy state.

June.

1. How is the skeleton divided? Describe the three cavities of the skeleton.
2. What are the first and the second property of muscles? What is said of each?
3. Describe the dermis. State the general properties of the skin, and give their uses.
4. How large is the heart? Give the course of the blood from the heart, and back again to its starting place.

FIFTH YEAR—SECOND TERM.

ARITHMETIC.

January.

1. A person having $271\frac{1}{2}$ acres of land, sold $\frac{1}{3}$ of it to one man and $\frac{2}{3}$ of it to another. What was the value of the remainder at $\$57\frac{1}{2}$ an acre?
2. How many loads of sand, at $\$5\frac{1}{2}$ a load, will pay for $290\frac{1}{2}$ yards of plastering, at $\$2\frac{1}{2}$ a yard?
3. A speculator having 7,346 acres of land, sold at different times $364\frac{1}{2}$ acres, 1235.125 acres, $2,700\frac{1}{2}$ acres, and 850.65 acres. How much had he left?
4. If the average rate of speed of a railroad freight train, including stops, is 11.88 miles per hour, how far will it run in 85 of an hour?
5. How long will it take to manufacture 1321 65 barrels of flour, at the rate of 53.4 barrels per day?

June.

1. If you buy $7\frac{1}{2}$ yards of silk at \$5 a yard, $14\frac{1}{2}$ yards of cashmere at \$1.25 per yard, $4\frac{1}{2}$ yards of silk at 75 cents per yard, and $\frac{3}{4}$ of a yard of velvet at \$4.50 per yard, giving in payment a \$100 bill, what balance will be your due?
2. Change 0.4, 0.75, $2\frac{5}{10}$, and 1.06 to thousandths.
3. A man, whose estate was worth \$5,000, bequeathed to his widow $\frac{1}{3}$ of it; to his son $\frac{3}{10}$ of it; and the remainder in equal shares to his two daughters. What is the value of the share of each?

4. Limestone loses .35 of its weight when weighed in water. If a piece of limestone weighs 17.137 ounces in air, how much less will it weigh in water?
5. The winter term of a country school continued 13 weeks of 5.5 days each, and the aggregate attendance for the whole term was 3074.5 days. What was the average attendance?

GEOGRAPHY.

January.

1. Tell what is said of the climate, vegetation, and animals of Africa?
2. What is a river? An isthmus? A sea? A strait?
3. What is the climate of Canada? What is said of the occupations and trade of the Canadians?
4. How is Mexico governed? What is said of the people?
5. Make the diagram and draw the outline of Australia, and locate its principal cities.

June

1. What can you say of Egypt? What of Egyptian agriculture?
2. Locate the following: *New Guinea, Niger, Snow, Sydney, Alexandria.*
3. What is agriculture, manufacturing, commerce?
4. What are some of the commercial products of the West Indies? What is said of the population?
5. Make the diagram and draw the outline of Africa. Locate the principal rivers.

GRAMMAR.

January.

1. What is a proper noun? A common noun?
2. Name and define the forms of the tenses, and give an example under each form.
3. Correct the following sentences :

Us girls done the work.
I dont like those kind of people.
I will never do so no more.
Go into the setting room.
4. Write a letter to a friend, briefly describing your school and the building in which it is located.

June.

1. Name the most important parts of speech and the principles which affect them in their combinations.
2. Define the moods, and exemplify each by a sentence.
3. Correct the following sentences :

I laid down and taken a nap.
He don't work as fast as I.
I didn't do nothing.
Run quick to school.

- 4 Write a letter to a friend, briefly describing your studies and the progress you have made in them this term.

PHYSIOLOGY.

January.

1. Name the points of difference between inspired and expired air.
2. Why must the bed be warmer than one's garments? Why are moist walls pernicious to health?
3. What are the chief functions of the stomach?
4. Name the principal sensations derived from the sense of hearing. Of what does the general structure of the ear consist?

June.

1. Why is fresh air necessary, and why ventilation? How does a lack of either shorten life?
2. What are the principal elements composing the human body? What are the sources of loss to the body?
3. Describe the liver. What are its functions?
4. State the principal sensations excited by the sense of sight. What is color blindness?

SIXTH YEAR—FIRST TERM.

ARITHMETIC.

January.

1. A farmer carried some pork to market, which he sold for $\$57.62\frac{1}{2}$, and some poultry, which brought him $\$4.18\frac{3}{4}$. He paid out $\$13.50$ for a coat, $\$4.48$ for some groceries, and $\$29.74$ for a bill of hardware. How much money had he left?
2. A man sold a horse for $\$125$, and received in payment $12\frac{1}{2}$ yards of cloth at $\$3\frac{1}{4}$ a yard, and the balance in tea at $\$.62\frac{1}{2}$. How many pounds of tea did he receive?
3. If I buy 9 bushels of chestnuts at $\$4\frac{3}{4}$ a bushel, and retail them at $12\frac{1}{2}$ cents a pint, what is my whole gain?
4. The four walls of a room are each 30 feet in length and 10 feet in height, and the ceiling is 30 feet square. How much will it cost to plaster it at 10 cents a square yard?
5. How many minutes less in every autumn of a common year than in either spring or summer?

June.

1. A drover who had $\$276.25$ bought 5 cows of equal value, which took all the money he had, except $\$50$. What was the cost of each cow?
2. In 4,305,780 square yards there are how many square miles?
3. What is the value of 11 pounds of fine silver at $\$.06\frac{1}{2}$ per pennyweight?

4. If 5 tons of coal are equal to 9 cords of wood for fuel, and a family burns 31.5 cords of wood in a year, how much will they save by changing from wood to coal, when wood is worth \$4.25 per cord and coal \$6.80 per ton?
5. How many minutes in the winter months of this school year?

GEOGRAPHY.

January.

1. Name the climatic circles, and describe each.
2. Name the four zones of plant-life, and tell what is said of each.
3. Describe the Pacific highland, and tell what is said of the Rocky Mountains.
4. Describe the following: Mendocino, Champlain, Chicago, Ottawa, Chesapeake.
5. Draw the outline of the New England States, and locate the principal cities and rivers.

June.

1. Give the proofs of the rotundity of the earth.
2. What do you understand by the change of seasons? Give the explanation.
3. What is the general law of climate? Give the first and the fourth modification.
4. What can you say of the surface and rivers of the Mississippi valley?
5. Draw the outline of the Middle Atlantic States, and locate the principal capes and rivers.

HISTORY.

January.

1. Give an account of the discovery of America, naming the discoverer and the disadvantages encountered by him. Why was this country called America?
2. Give the history of the London Company.
3. Give an account of the persecutions to which the Quakers were subjected.
4. Name, in order, the four governors of New Netherlands, and give an account of the third.

June.

1. Give a connected account of Ferdinand De Soto from the time he left Spain to his death.
2. When and where was Virginia first settled? What terrible disaster befell the Virginians in 1622?
3. Give an account of the Connecticut charter.
4. What can you say of the first settlement made in New York? What extent of territory was claimed by the Dutch?
5. What vast grant of land did James I of England make in 1620, and to whom?

GRAMMAR.

January.

1. Name, in order, the nine parts of speech, and define the last four.
2. Name the properties belonging to the parts of speech, and define the properties belonging only to verbs.
3. What is Grammar? Define English Grammar.
4. Mention the various sizes of types in which letters are printed.
5. When are capital letters used within a sentence?

June.

1. Define each and give an example of the following parts of speech:
noun, adjective, verb, preposition, interjection.
2. What is *person*? *Case*? *Voice*? *Mood*? *Comparison*?
3. How many tenses are there? What does each express?
4. Name the five parts into which English Grammar is divided, and tell of what each of the first three treats.
5. How are small letters used? How may words beginning with capital letters be classified?

PHYSICS.

January.

1. Why is it that all bodies near the earth have a tendency to fall toward it? Define gravity.
2. Give an experiment showing how electricity is produced by friction?
3. What is the purpose of lightning-rods? Where is the safest place during a thunderstorm?
4. Define magnetic attraction, electric attraction, cohesion.

June.

1. Give law about fluids of different specific gravity. Show that liquids have weight.
2. Where does the power of a magnet chiefly reside? How is it shown?
3. Give the law of electricity.
4. Define elasticity. Show that air like every other body maintains its place.

SIXTH YEAR—SECOND TERM.

ARITHMETIC.

January.

1. How many reams of print paper will be required to supply 3,250 subscribers with a weekly newspaper one year?
2. Add together $\frac{4}{11}$ of a mile, $\frac{3}{9}$ of a mile, $\frac{3}{11}$ of a furlong, and $\frac{7}{11}$ of a yard.
3. What cost 3 T., 17 cwt., 20 lb. of hay, at \$22 $\frac{3}{4}$ a ton?

4. Bought 7 T., 12 cwt., 3 qr., 18 lb. of iron, and having sold 3 T., 18 cwt., 1 qr., 20 lb., what is the value of $\frac{2}{3}$ of the remainder of $5\frac{3}{4}$ cents per lb.?
5. If a town 4 miles square be equally divided into 62 farms, how much land will each farm contain?

June.

1. When a planet has moved 1,426,444'' in the heavens, has it described more or less than one complete revolution in its orbit, and how much more or less?
2. Add together $\frac{4}{11}$ of a mile, $\frac{4}{9}$ of a mile, $\frac{3}{11}$ of a furlong, and $\frac{7}{11}$ of a yard.
3. A gardener raised 31 bushels, 1 peck, 5 quarts of marrow-fat peas for seed, and put them up in papers, each holding .25 pint. How many papers did he put up?
4. A train of 63 coal cars was loaded at a coal mine in Pennsylvania, 3 T., 5 cwt., 2 qr. of coal being put upon each car. How much coal did the train carry?
5. What part of $\frac{1}{8}$ of a solid foot is $\frac{1}{8}$ of a yard solid?

GEOGRAPHY.

January.

1. Tell what is said of the physical features and leading industries of Vermont.
2. Name the leading industries of Pennsylvania, and tell what is said of each.
3. Tell what is said of the cities of Ohio and those of Illinois.
4. Locate the following: Colorado City, Leavenworth, Yankton, Cincinnati, Harrisburg.
5. Draw the outline of the Southern States, and locate the capes and the principal cities.

June.

1. Name the leading industries of the State of New York, and tell what is said of each.
2. What can you say of the physical features and resources of Virginia?
3. What is said of the rank of Missouri? What of its cities?
4. Locate the following: *Pontchartrain, Apalachee, Detroit, Denver, Adirondack*
5. Draw the outline of the Central States, and locate the principal lakes and cities.

HISTORY.

January.

1. Of what colony was Maryland once a part? Give an account of the settlement of Maryland.
2. When was the treaty of Aix-la-Chapelle made? What important matter did the treaty leave unsettled?

3. Give an account of the Boston massacre.
4. Give an account of the battle of Saratoga.

June.

1. When did the battle of Great Meadows occur? Give an account of the battle.
2. What measures were first attempted by Wolfe against Quebec? What did he next do, and what followed?
3. In what year was the Stamp act repealed? What other obnoxious acts were passed?
4. Give an account of the battle of Trenton? What were the effects of the victory?
5. When was the first battle of Stillwater fought, and what was the result of it? What account can you give of the second battle, and of the leading spirit in both battles?

GRAMMAR.

January.

1. Define a common, collective, abstract, and verbal noun, and give an example of each.
2. To what nouns is *es* added?
3. Give the plural of *beef*, *tooth*, *mouse*, *wife*, and *genius*, and tell what is said of such words.
4. What is case? Name and define the three cases.
5. Mention some adjectives that are singular, and some that are plural.

June.

1. When does a proper noun become a common noun? When does a common noun become a proper noun?
2. Define each of the four classes into which adjective pronouns are divided, and give examples.
3. What is it to decline, a noun or pronoun? Decline the following: *child*, *he*, *who*, *Charles*, *I*.
4. When is a noun or pronoun in the possessive case? When is the apostrophe only added, or when the possessive *s* omitted?
5. Define each of the three degrees of comparison, and exemplify each.

PHYSICS.

January.

1. Give the applications of the inclined plane.
2. Define a lever, and name its three important points.
3. Define the bellows. Of what does it consist?
4. In comparing the common pump and barometer, give four points in common.

June.

1. Define an inclined plane, and give three familiar instances of one.
2. Name and define a lever of the first and one of the second class, and explain each.

3. Give law about pressure of liquids. Define communicating vessels.
4. What is a pump? Give the principle of the common pump.

SEVENTH YEAR—FIRST TERM.

ARITHMETIC.

January.

1. What are the solid contents of a block of marble 6 feet 10 inches long, 4 feet 3 inches wide, and 1 foot 9 inches thick.
2. The property of an insolvent debtor amounts to \$6,342, and his liabilities to \$17,550. How much will a creditor receive on a debt of \$1,250?
3. How many men will be required to dig a cellar 45 feet long, 34.6 feet wide, and 12.3 feet deep, in 12 days of 8.2 hours each, if 6 men can dig a similar one 22.5 feet long, 17.3 feet wide, and 10.25 feet deep, in three days of 10.25 hours each?
4. Four men hired a pasture for \$50. A put in 5 horses for four weeks; B put in 6 horses for 8 weeks; C put in 12 oxen for 5 weeks, calling 3 oxen equal to 2 horses, and D put in 3 horses for 14 weeks. How much ought each man to pay?
5. The net profits of a mill in two years were \$6,970, and the profits the second year were 5 per cent. greater than the profits the first year. What were the profits each year?

June.

1. If for $4\frac{7}{11}$ yards of velvet there be received $11\frac{1}{2}$ yards of calico, how many yards of velvet will be sufficient to purchase 100 yards of calico?
2. If 5 men, by laboring 10 hours a day, can mow a field of 30 acres in 10 days, how long will it require 8 men and 7 boys, provided each boy can do $\frac{7}{11}$ as much as a man, to mow a field containing 54 acres?
3. I have a room 12 feet long, 11 feet wide, and $7\frac{1}{2}$ feet high. In it are two doors, 6 feet 6 inches high and 30 inches wide, and the mopboards are 8 inches high. There are 3 windows, 3 feet 6 inches wide and 5 feet 6 inches high. How many square yards of paper will it require to cover the walls?
4. A and B trade in company. A puts in \$3,000, and at the end of 6 months put in \$2,000 more; B put in \$6,000, and at the end of 8 months took out \$3,000; they trade one year, and gain \$1,080; what is each man's share of the gain?
5. A farmer paid for shearing 104 sheep 4 per cent. of what he received for the wool; the fleeces averaged 5 pounds each, and sold at 40 cents per pound. What did he pay for shearing?

GEOGRAPHY.

January.

1. Describe Newfoundland, and tell what is said of its climate and fisheries.
2. Give the situation and population of the West Indies, and describe its government?
3. Why is Great Britain so interesting to us? What can you say of its government?
4. Describe the following: Limerick, Bavaria, Gibraltar, Ionian, Adrianople.
5. Make the diagram and draw the outline of Europe, and locate its principal cities and rivers.

June.

1. What can you say of the government of the Dominion of Canada? What of its civilization?
2. What is said of the climate of North America? What of its civilization?
3. Of what does the Austrian Empire consist? What is said of its resources and commerce?
4. Locate the following: *Havana, Gallinas, Hebrides, Cattegat, Ebro.*
5. Make the diagram and draw the outline of South America, and locate the principal rivers and cities.

HISTORY.

January.

1. When was the battle of Monmouth fought? Give an account of General Lee's conduct in and after the battle.
2. When did the British evacuate New York? Give an account of Washington's resignation as commander.
3. What "right of search" claim did Europe make in 1807? What outrage was perpetrated in consequence?
4. When was the battle of Lundy's Lane fought? Give an account of it.

June.

1. What account can you give of the "Massacre of Wyoming?" What of the attack upon the settlement of Cherry Valley?
2. What great naval battle occurred in September, 1779? Give an account of it.
3. When and where was Washington inaugurated? Whom did he select for his cabinet, and over what executive department did each preside?
4. Why was it desirable to capture York? Give an account of the attack on it.
5. When was Jackson inaugurated? Mention some of the leading events of his administration.

GRAMMAR.

January.

1. Define an intransitive and transitive verb, and tell how an intransitive verb may become transitive.
2. What may a verb in the potential mood express?
3. Name and define the five forms of the tenses.
4. Tell what terms do not affect the form of the verb or pronoun.
5. After what active verbs is *to* omitted.

June.

1. What is a *redundant verb*? A *neuter verb*? A *defective verb*? Give an example of each.
2. Tell what a verb in the subjunctive mood may express. Give examples.
3. What are the person and number of a verb? When a subject or antecedent consists of words that differ in person, how do you determine the person of the verb or pronoun?
4. In what instances is it proper to use *shall* and *should*? In what *will* and *would*?
5. Mention the chief particulars in which participles and infinitives agree.

PHYSICS.

January.

1. What is sound? How is it produced?
2. What is a non-conductor of heat? Mention six non-conductors of heat.
3. Give four points in common between the thermometer and barometer.
4. What is draught? What causes it?

June.

1. Define evaporate. When does evaporation take place, and what change does it effect?
2. How is heat produced? What is conduction of heat?
3. How are thermometers made? How are the freezing and boiling points obtained?
4. What is meant by an atmospheric steam-engine? Describe Savery's apparatus.

SEVENTH YEAR—SECOND TERM.

ARITHMETIC.

January.

1. Having used a carriage 1 year, I sold it for \$125, which was 25 per cent. below cost. What should I have received had I sold it for 10 per cent. above cost?

2. An agent in Boston received 28,000 pounds of Texas cotton, which he sold at $\$.12\frac{1}{2}$ a pound. He paid \$45.86 freight and cartage, and after retaining his commission, he remits his principal \$3,252.89 as the net proceeds of the sale. What was the rate of his commission?
3. A cotton factory and its machinery, valued at \$75,000, are insured at $2\frac{1}{2}$ per cent.; what is the yearly premium? and if it should be destroyed, what loss would the insurance company sustain?
4. If \$1,671.64 be placed at interest June 1, 1874, what amount will be due April 1, 1876, at 7 per cent.?
5. A tract of land containing 450 acres was bought at \$36 an acre, the money paid for it being loaned at $5\frac{1}{2}$ per cent. At the end of 3 years 8 months 24 days, $\frac{2}{3}$ of the land was sold at \$40 an acre, and the remainder at $\$38\frac{1}{2}$ an acre. What was gained or lost by the transaction?

June.

1. A commission merchant sold a consignment of goods for \$5,250, and charged $3\frac{1}{4}$ per cent. commission, and $2\frac{1}{2}$ per cent. for a guaranty. Find the net proceeds.
2. J. Adams sold 40 cases of shoes for \$1,600, and gained 18 per cent., what was the first cost of the shoes?
3. A cotton factory and its machinery, valued at \$75,000, are insured at $2\frac{1}{2}$ per cent.; what is the yearly premium? and if it should be destroyed, what loss would the insurance company sustain?
4. Required the amount of \$79 15 from February 17, 1849, to December 30, 1852, at $7\frac{1}{2}$ per cent.
5. Last year the circulation of a weekly newspaper was 15 per cent. less than it is this year, and this year its circulation is 14,260 copies. How large was its circulation last year?

GEOGRAPHY.

January.

1. What can you say of the leading industries and the civilization of China proper?
2. Tell what is said of Sumatra and Borneo.
3. Describe the physical formation of the Polynesian Islands, and tell what is said of the coral islands.
4. Describe the following: Bombay, Nippon, Baikal, Senegal, Monrovia.
5. Make the diagram and draw the outline of Asia, and locate its principal rivers and mountains.

June.

1. What can you say of the physical features of Asiatic Russia? What of its people?
2. Tell what is said of Java and Celebes.

3. What do the Barbary States include? What is said of the population?
4. Describe the following: *Altai, Orange, Smyrna, York, Marquesas.*
5. Make the outline and draw the map of Africa, and locate its principal capes and rivers.

HISTORY.

January.

1. Give an account of the battle of Buena Vista.
2. What was the state of things at the West at the beginning of 1862? Which places first fell into the hands of the Unionists?
3. To what did Pemberton's surrender lead? What further can you state in relation to the surrender?
4. When was Grant inaugurated President? What is said of the reconstruction of the Union?

June.

1. What expedition was undertaken by General Wool? What was the result?
2. Mention four principal battles of 1846, and name the commander of the American and Mexican forces.
3. What was the cause of the great civil war? Who was President of the United States at its beginning and who at its close?
4. Give an account of the battle of Shiloh. What forces and losses were sustained?
5. When was Grant inaugurated President? What is said of the reconstruction of the Union? Why was the presidential election of 1876 specially important? How was it settled?

GRAMMAR.

January.

1. When the verb *be* or *become* can be joined to the verb, what should the modifying word be? When may a word remain an adjective, and qualify a substantive? Illustrate.
2. Tell what the substantive which follows the preposition, or is governed by it may be, and exemplify.
3. Write a sentence containing a pronoun, a verb, and an adjective, and parse each of them, according to its formula.
4. Write four sentences: One that has a collective noun; one having a compound personal pronoun; one in which the relative *which* is properly used; one that has your name properly used in the possessive case.
5. Parse the italicized words in the following sentence: "He *that* studies books alone *will know* how things ought to be; and *he* that studies *man* will know *how* things are."

June.

1. To what four parts of speech may an adjunct relate? Exemplify each in the order named.
2. State in what instances a conjunction is sometimes used where not absolutely needed, and exemplify.
3. Write a sentence containing a relative pronoun, an adverb, a conjunction, and an interjection, and parse each of them according to the formula.
4. Write four sentences: One that has a verbal noun; one in which the relative that is used instead of who; one having an interrogative pronoun; and one having an abstract noun.
5. Parse the italicized words in the following sentence:

Abandon fear; *to* strength and counsel *joined*
 Think nothing *hard*, much less to be despaired.

PHYSICS.

January.

1. Mention the self-luminous bodies, and tell how the moon receives light.
2. Give four points in common between the reflection of light radiantly and its reflection specularly.
3. Why is everything black in a dark night?
4. Give five points in common between the magnet and electro magnet.

June.

1. What are our sources of light? State the difference between a luminous and a self-luminous body.
2. What is refraction of light? What is dispersion of light?
3. How is chemical or galvanic electricity produced? Explain the uninterrupted current of electricity.
4. Give the principal colors of the rainbow. When is a body colored? When white? When black?

EIGHTH YEAR—FIRST TERM.

ARITHMETIC.

June.

1. When it is 12 o'clock M at the Island of St. Helena, $5^{\circ} 54'$ E. longitude, what is the time at Washington?
2. A note of \$680 being on interest at 4 per cent. amounted to \$727.60. How long was it on interest?
3. How much must be invested in currency in U. S. 6 per cent stock, worth 110, the interest being payable in gold, which is at a premium of 12 per cent., to produce an income of \$1,500?
4. Which is the greater, the interest or discount of \$1,712 for 1 year, at 7 per cent., and how much?

5. What is the cost at the store of 2,556 pounds of sugar bought in Havana for \$148.92, on which is paid \$35.75 for freight and carting, and $2\frac{1}{2}$ cents a pound for duties, after deducting 15 per cent. for tare?
6. A merchant has two kinds of sugar, one of which cost him 10 cents per pound, and the other 12 cents per pound; he has also 100 pounds of an excellent quality, which cost him 15 cents per pound. Now, as he ought to make 25 per cent. on his cost, how much of each quantity must be taken that he may sell the mixture at 14 cents per pound?

ALGEBRA.

1. What is power? An exponent? A binomial? A factor? Give an example of each?
2. Multiply $7a^4b^4 - 5a^3b^5 + 3b^6$ by $8a^3b^3 + 3a^2b - 2b^3$.
3. Resolve $x^3 - y^3$ into its factors.
4. Find the greatest common divisor of $3a^2b - 9a^2c - 18a^2mz$, and $b^2c - 3bc^2 - 6bcmz$.
5. What is the least common multiple of $m^4 - 1$, $m^2 - 2m + 1$, and $m^2 + 2m + 1$?

GEOGRAPHY.

1. Name and define the division of geography. What can you say of the utility of this study?
2. What can you say of the extent, surface, and climate of North America?
3. What is the rank of the United States? Name and briefly describe each of the three great physical regions of this country.
4. Name and describe the largest city and river in each of the four sections of the United States.
5. Draw the outline of the Middle Atlantic States, and locate the principal capes, rivers, and cities.

HISTORY.

1. When and where were the oldest English settlements in America made? Give a brief account of them.
2. What was the financial condition of the country at the close of the Revolution? Whose plan for a revenue was adopted?
3. In whose administration was the war of 1812? The Mexican war? State the cause of the former.
4. What was the Missouri Compromise, and when repealed? What was the Fugitive Slave bill?
5. What led to the war of the rebellion? How long did it last? What was the closing event of that war?

GRAMMAR.

1. What is a modifier? Name the different phrases by which a verb may be modified, giving an example of each.

2. What are the connectives? What may an independent element be?
3. What is an independent clause? A dependent or subordinate clause? A co-ordinate clause?
4. Into what are complex sentences abridged? Into what is an abridged adverbial clause usually converted? Give an example in each instance.
5. Analyze the following sentence, and parse the italicized words :

“The hasty *multitude*
Admiring entered, and the *work* some *praise*,
 And *some* the architect.”

PHYSIOLOGY.

1. Describe the contents of the larynx. How is sound produced in the larynx?
2. Describe the epidermis. What are its main functions?
3. State the functions of each sub-division of the heart. Compare these functions with one another.
4. Locate and describe the lungs.

EIGHTH YEAR—SECOND TERM.

ARITHMETIC.

June.

1. I have a rectangular lot of land, 64 rods long and 36 rods wide, and a square lot of equal area. How many more rods of fencing will be required to fence the former than the latter lot?
2. What must be the dimensions of a cubical vessel that shall contain 300 gallons of water, reckoning 231 cubic inches to a gallon?
3. A lady, wishing to purchase 10 yards of silk for a new dress, thought \$1.00 per yard too high a price; she, however, agreed to give 1 cent for the first yard, 4 for the second, 16 for the third, and so on, in a four-fold ratio. What was the cost of the dress?
4. There is a certain farm, in the form of a circle, whose circumference is 400 rods. How many acres does it contain?
5. A gentleman wishes to take \$1,000 from the bank. For what sum must he give his note, payable in 5 months, at 6 per cent. discount?
6. A bought a lot of land $7\frac{3}{4}$ rods square for \$5 per square rod. He sold the land at 5 cents a square foot. What did he gain per cent?

ALGEBRA.

1. From $\frac{a+c}{(a-b)(x-a)}$ take $\frac{b+c}{(a-b)(x-b)}$.
2. Divide $\left(\frac{1}{a} + \frac{1}{ab^3}\right)$ by $\left(b + \frac{1}{b} - 1\right)$.
3. Given $\frac{m(3a^2-2b^2)}{a+b} = \frac{2a^2-b^2}{ax+bx} + \frac{a-b}{x}$, to find x .

4. What number is that the treble of which, increased by 12, shall as much exceed 54 as that treble is less than 144?
5. If 1 be added to the numerator of a certain fraction its value is $\frac{1}{3}$; but if 1 be added to its denominator its value is $\frac{1}{4}$. What is the fraction?

GEOGRAPHY.

1. What can you say of the government, resources, and manufactures of Great Britain?
2. Describe the climate, advantages, and civilization of Asia.
3. Name and describe the longest river in each of the three grand divisions of the Eastern Continent.
4. Locate the following cities: Valparaiso, Hamburg, Madras, Yokohama, Melbourne, and Massuah.
5. In a voyage from London *via* Suez canal to Cape Town, name in order the bodies of water through which you would sail and the countries by which you would pass.
6. Make the diagram and draw the outline of North America, and locate its principal capes, rivers, and cities.

CONSTITUTION.

1. Name the three qualifications requisite for a representative? How were representatives and direct taxes apportioned among the States?
2. Why was the veto power given to the President? When the President vetoes a bill, what is the duty of the house to which it is sent?
3. Describe the manner in which the electors choose a President. Describe the manner in which the House of Representatives choose a President.
4. Name the subjects in which the United States courts have jurisdiction. What is meant by original jurisdiction? What by appellate?
5. In what two ways may amendments to the Constitution be proposed? What two ways are provided for ratifying amendments?

GRAMMAR.

1. What is a simple sentence? A complex? A compound? Give an example of each.
2. To what four heads can all the errors in the use of language be reduced? Give an example under each head, in the order named.
3. Correct, if necessary, the following, and give reasons for the corrections:

- (a.) If I was a teacher, I should give shorter lessons.
- (b.) They will not go without she and I.
- (c.) The rapidity of his movements were beyond example.
- (d.) I expect you was out late last night.
- (e.) Never bestow your favors grudging.
- (f.) Every person should try to improve their mind and heart.

4. Analyze the following sentence and parse the italicized words :

“The mountain-cloud
That night hangs round him, and the *breath*
Of morning scatters, is the *shroud*
That wraps the conqueror's *clay* in death.”

PHYSIOLOGY.

1. Compare the lungs with the heart, giving three points in common, and three points of difference.
2. On what does the purity of air depend? What causes the impurity of air?
3. Of what does the sympathetic system consist? Where is it situated, and how connected?
4. Describe the *camera obscura*, and the principle of photography?

HIGH SCHOOL.

FIRST YEAR—FIRST TERM

ALGEBRA.

1. Simplify $1 - [2 - (7 - \overline{x - 4})] + 2 - [3 + (4 - \overline{x - 5})]$.
2. Multiply together $1 + x$, $1 + x^4$, and $1 - x + x^2 - x^3$.
3. Find the greatest common divisor of $x^4 - x^3 + 2x^2 + x + 3$ and $x^4 + 2x^3 - x - 2$.
4. Find the least common multiple of $x^2 + 5x + 4$, $x^2 + 2x - 8$, and $x^2 + 7x + 12$.
5. Subtract $x - \frac{4a - b}{2}$ from $7x - \frac{3a - 2b}{3}$.
6. Divide $\frac{c - b}{c + b} - \frac{c^3 - b^3}{c^3 + b^3}$ by $\frac{c + b}{c - b} + \frac{c^2 + b^2}{c^2 - b^2}$.
7. Solve the following equation: $\frac{7x + 9}{4} - \left(x - \frac{2x - 1}{9}\right) = 7$.
8. Two pieces of cloth were purchased at the same price per yard, but as they were of different lengths, the one cost \$5 and the other \$6.50. If each had been 10 yards longer, their lengths would have been as 5 to 6. Required the length of each piece.
9. Divide the number 1152 into three parts such that 9 times the sum of the first and second shall be equal to 7 times the sum of the second and third; and if 8 times the first be subtracted from 8 times the second, the remainder shall be equal to the sum of the first and third.
10. Given $\sqrt{x - 32} = 16 - \sqrt{x}$, to find x .

COMPOSITION.

1. What policy did the Romans pursue in the States they conquered, and what was its consequence?
2. Name the elements of which the English language is composed, and tell briefly what is said of each.

- 3 Give three of the principles with regard to punctuation which should be constantly borne in mind, and illustrate each.
4. Give three rules for the use of the comma, and three for the semi-colon, and illustrate each.
5. Supply the omitted points in the following sentences :

Such is the uncertainty of life yet oh how seldom do we realize
Canst thou draw out leviathan with a hook or his tongue with a cord which thou
lettest down

Lord Bacon has summed up the whole matter in the following words A little phil-
osophy inclineth mens minds to atheism but depth in philosophy bringeth
mens minds to religion.

The poet uses words indeed but they are merely the instruments of his art not
its objects.

There are three cases the nominative the possessive and the objective
Life is short unsatisfactory and uncertain

Virtue without industry and idleness without vice are impossibilities

We must respect ourselves to have others respect us

PHYSICAL GEOGRAPHY.

1. What does the earth appear at one time to have been? State fully how the crust was formed.
2. Describe the Devonian and Carboniferous Ages.
3. Where are coral formations found? Describe how coral islands are formed.
4. Tell what is said of the formation of mountains and the direction of mountain chains.
5. What is said of the color and temperature of the Gulf Stream? What of its influence on climate?

PHYSIOLOGY.

1. Name some of the changes attending muscular action. What is said of the muscular current?
2. Name the glands of the mouth, and describe each pair.
3. What is the office of the larynx in respiration? How are vocal sounds produced?
4. What is said of the blood? Describe the pulmonary artery.
5. Name the requirements of the health and vigor of the nervous system. Give and explain three ways in which the nervous system may be impaired.

ENGLISH GRAMMAR.

1. Correct the errors in the following sentences, and give, in each instance, the reasons therefor :
 - a. We will suffer from cold, unlsess we go better protected.
 - b. He will maintain his suit, though it costs him his whole estate.
 - c. Few persons would do as much for him as he and me have done.
 - d. All, save I, were present.
 - e. Memory and forecast just returns engage ; this pointing back to youth, that on to age.
 - f. What have become of your promises.
 - g. By reading of good books, his mind became improved.
 - h. He struggled manful, and became independent.
 - i. The remark is worthy the fool who made it.
 - j. I have an abhorrence to such politicians.

2. Analyze the following sentence, and parse the italicized words :

“ Or nearer *home* our *steps* he led,
Where Saulsbury's level marshes spread
Mite-wide as *flies* the laden bee,
Where merry mowers, hale and *strong*,
Swept, scythe on scythe, their *swaths* along
The low, green prairies of the sea.”

FIRST YEAR—SECOND TERM.

ALGEBRA.

1. Given $\frac{1}{1 - \sqrt{1 - x^2}} - \frac{1}{1 + \sqrt{1 - x^2}} = \frac{\sqrt{3}}{x^2}$, to find the value of x .
2. My gross income is \$1,000. After deducting a percentage for income tax, and then a percentage less by one than that of the income tax from the remainder, the income is reduced to \$912. Required the rate per cent. at which the income tax is charged.
3. What two numbers are those whose product is 120 ; and if the greater be increased by 8 and the less by 5, the product of the two numbers thus obtained shall be 300 ?
4. A person who saved every year half as much again as he saved the previous year, had in seven years saved \$2,059. How much did he save the first year?
5. Resolve $\frac{x^2}{(x^2 - 1)(x - 2)}$ into its partial fractions.

PHYSICAL GEOGRAPHY.

1. How are the trade winds produced? What gives them their easterly direction?
2. Give the four general laws of rainfall. How is the lack of rain accounted for in rainless regions?
3. Name and define the principal divisions of animals. How have the different species of animals been diffused?
4. Out of what elements have the English nation been formed? Name the Slavonic nations and tell where they live.
5. Describe mercury and tell how it occurs in nature? Describe the diamond and give an account of some valuable diamonds.

BOTANY.

1. Into what classes are herbs divided according to their character and duration? Describe the first class.
2. What is said of the internal structure of stems? Name and describe the two great classes of stems.
3. What is a complete flower? Give an example. Tell in what ways a flower may be incomplete, and give examples
4. What is a seed? Describe its outer and inner coats.
5. Of what two things does vegetation essentially consist? Explain.

HISTORY.

1. How is Egypt distinguished? What is said of the Egyptians as to their color, caste, and religion?
2. What is meant in Grecian history by the "Age of Despots?" What was the ostracism, and why was it established?
3. What was the condition of Carthage at the commencement of the Punic wars? Give a sketch of the history of Syracuse.
4. Give a sketch of the character of Vespasian and Titus. What events occurred during their reigns?

RHETORIC.

1. What is said of the rules of rhetoric and criticism? Describe the process of their deduction.
2. In what case may tastes differ without being directly opposite? What is the only safe standard that can be adopted?
3. What is the effect of the novel on the imagination? How does the emotion produced by novelty compare with that exerted by beauty?
4. Of what for the most part are sublime passages descriptions? Give an example, and show wherein its sublimity consists.
5. Which is the more fruitful source of gratification, beauty or sublimity? Show the difference in the emotions they respectively produce.

GRAMMAR.

1. Define *voice*, *government*, *agreement*. State the difference between a *personal* and a *relative* pronoun. Write a sentence with *as* used as a relative. Write a compound sentence with two complex clauses.
2. Correct the following sentences, if necessary, and give reasons for corrections:
 - (a.) I move that the resolution lay over.
 - (b.) He knew that I was a foreigner.
 - (c.) Be honest, nor take no shape nor semblance of disguise.
 - (d.) The lady's dress looked splendidly.
 - (e.) She dresses suitable to her station and means.
3. Analyze the following sentence, and parse the italicized words:

"To whom these most adhere.
 He rules a *moment*; Chaos *umpire* sits,
 And by decision more embroils the fray
 By which he reigns; *next him* high arbiter
 Chance governs all."

SECOND YEAR—FIRST TERM.

GEOMETRY.

1. What is quantity? A scholium? A chord? An inscribed polygon?
2. Show that if two straight lines intersect a third straight line, making the sum of the interior angles on the same side less than two right angles, the two lines will meet if sufficiently produced.

3. Prove that the products of the corresponding terms of two proportions are proportional.
4. Demonstrate Proposition VI, Book III—The radius which is perpendicular to a chord, bisects that chord, and also the arc subtended by it.

ALGEBRA.

1. Given $2x^2 + 3xy = 26$, and $3y^2 + 2xy = 39$, to find the value of x and y .
2. The difference of two numbers is 5, and the sum of their squares is 193, what are those numbers?
3. Find two numbers, such that the less may be to the greater as the greater is to 12, and the sum of their squares may be 45.
4. A debt can be discharged in a year by paying \$1 the first week, \$3 the second, \$5 the third, and so on; required the last payment and the amount of the debt.
5. A person who saved every year half as much again as he saved the previous year, had in seven years saved \$2,059. How much did he save the first year?

NATURAL PHILOSOPHY.

1. Define and illustrate each of the three cases of equilibrium.
2. Give the three laws of falling bodies, and illustrate each.
3. How is it shown that sound requires an appreciable time to pass from place to place? Explain the experiment made near Paris. How was it shown that sound travels faster in water than in air?
4. Why are liquids more expansible than solids? Define absolute expansion. Relative expansion.
5. What is condensation of vapor? Name the three causes, and briefly tell what is said of each.

HISTORY.

1. Who was Mahomet? When did his doctrine gain credence, and what was the result?
2. When was Ireland conquered, and how was its conquest effected?
3. Who was the immediate successor of Edward IV? Give an account of the career of the Duke of Gloster.
4. What was the influence of the crusades on the Feudal system? On commerce and navigation? On the promotion and diffusion of knowledge and the progress of science and literature?
5. Give an account of Arnold Winkelried. Relate the subsequent history of Switzerland to 1499.

RHETORIC.

1. What is said of the rules of rhetoric and criticism? Whence have they been deduced?
2. To what are the effects of novelty proportioned? Name the four degrees, and briefly illustrate each.
3. What can you say of conciseness? Simplicity? Illustrate the different effects produced by simple and high-flown language.

- 4 In what four ways is wit excited? Illustrate the first and the fourth way.
5. What is simile? Hyperbole? Climax? Irony? Illustrate each by example

SECOND YEAR—SECOND TERM.

GEOMETRY.

1. What is the altitude of a trapezoid? A polyedral angle? The apothegm? The area of a surface?
2. Prove that if from a point without a circle two secants be drawn, terminating in the concave arc, they will be reciprocally proportional to their external segments
3. Demonstrate Prop. VIII, Book V. *The area of a regular polygon is equal to half the product of its perimeter and apothegm.*
4. Show that if a plane intersect two parallel planes, the lines of intersection will be parallel.

NATURAL PHILOSOPHY.

1. Explain the phenomenon of absorption of light. What is the physical cause of absorption?
2. Explain the formation of an image by a lens. How does the size of the image compare with that of the object in different cases?
3. How is it shown that there are two kinds of electricity? What are they called?
4. What are the principal effects of the galvanic battery? To what are they due?
5. What are the properties of induced currents? What are the laws that govern induced currents?

HISTORY.

1. What caused the fall of Wolsey? How was he treated?
2. Give an account of the Rye-House plot—its cause, object, and result?
3. Who was Louis Napoleon? Describe the steps by which he became emperor of France.
4. Give a sketch of the early history of Poland. What is said of John Sobieski?
- 5 What is said of Peter the Great? Describe his wars with Charles XII.

RHETORIC.

1. How may a definition be amplified? In what three ways may arguments be extended?
2. Enumerate the parts which enter, in a greater or less degree, into different compositions. In what does description consist?
3. What are required in letters of business? Illustrate.
4. What is a narrative? Into what are narratives divided?
5. What is an oration? How does it differ from the harangue and the address?

THIRD YEAR—FIRST TERM.

GEOMETRY.

1. Define the following : a prism ; a volume of a polyedron ; spherical sector ; a pole of a circle.
2. Show that any triangular prism may be divided into three triangular pyramids, equal to each other in volume.
3. Prove that any plane, perpendicular to a radius of a sphere at its outer extremity, is tangent to the sphere at that point.
4. Demonstrate Prop. 1, Book IX : Any side of a spherical triangle is less than the sum of the other two.

ARITHMETIC.

1. What is the length of the longest curb-stones that will exactly fit each of four strips of sidewalk, the first being 273 feet long, the second 294, the third 567, the fourth 651?
2. What is the value of $.75\frac{3}{4}$ of a mile?
3. A certain sum is to be divided among 4 persons ; the first is to have $\frac{1}{2}$ of it, the second $\frac{1}{3}$ of it, the third $\frac{2}{3}$ of what remains, and the fourth the remainder. What was the sum to be divided, and how much did each receive, providing the third received \$147.93 $\frac{3}{4}$ less than the first and second together?
4. The time at Quito, 78° 50' W., is 1 o'clock p. m. when it is 10 h., 7 min., 20 sec. a. m. at Sacramento City. What is the longitude of Sacramento City?
5. If a family of 24 persons consume \$120 worth of bread in 8 $\frac{2}{3}$ months, when flour is worth \$5 a barrel, how many dollars' worth will a family of 8 persons consume in 6 months, when flour is worth \$7 a barrel?
6. A quantity of wheat was sold for \$360.90, which was 10 per cent. less than its original cost, what would have been the gain per cent. if it had been sold for \$450.15?
7. A merchant bought goods to the amount of \$1,600, $\frac{1}{2}$ of which was on a credit of 3 months, $\frac{1}{4}$ on a credit of 9 months, and the remainder on a credit of 1 year. How much ready money would discharge the debt, interest being 8 per cent.?
8. What is the amount of \$460.40 for 4 years, 8 months, and 15 days, at 8 $\frac{3}{4}$ per cent.?
9. The interest of \$184.85 for two years, 8 months, and 18 days is \$37.84. What is the rate per cent.?
10. A person has \$7,000 which he wishes to invest, what will it purchase in 5 per cent. stocks, at a discount of 3 $\frac{1}{2}$ per cent., if he pays $\frac{1}{4}$ per cent. brokerage?

CHEMISTRY.

1. What is oxidation? Show that O is a supporter of combustion.
2. What is said of the relation of N to organic substances? What is the office of N in the air?

3. What is coal or illuminating gas? Describe its manufacture.
4. Give the proportions of the atmosphere. What is said of its permanence?
5. Give the symbol and uses of each of the following: Silver; zinc; platinum; chlorine; phosphorus.

ENGLISH LITERATURE.

1. State the limits of each of the three periods used to designate the history of our language. Give a brief account of the most eminent one of the old English writers
2. State what you know of prose literature in the time of Chaucer, giving a brief account of Mandeville and Wycliffe.
3. Of the Elizabethan age, name three non-dramatic and three dramatic poets. Give an account of Spencer's greatest work.
4. What can you say of the so-called metaphysical poets? Give some account of Abraham Cowley.
5. Name in chronological order the authors of the following works: Coriolanus; Utopia; Samson Agonistes; Canterbury Tales; The Schoolmaster.

MENTAL PHILOSOPHY.

1. State what you can of the value of psychology in its relation to the promotion of self-knowledge and moral culture.
2. Describe briefly the order of intellectual development, growth, and studies.
3. Define sense-perception, and state what you can of its development, and why this power is not the most easily understood.
4. What can you say of the sense of touch, and its furnishing intellectual terms?
5. Define an original and an acquired perception, and state what you can of the importance and time of gaining the acquired perceptions.

RHETORIC.

1. How is an effective introduction frequently made? Give an example.
2. Enumerate the parts which enter, in a greater or less degree, into different compositions. In the description of material objects, what heads will generally be found appropriate?
3. What is argument? In what does exposition consist?
4. What is a letter? Write a letter of credit and one of introduction.
5. How many classes of orations did the ancients recognize? Name them, and state the scope of each.

THIRD YEAR—SECOND TERM.

ARITHMETIC.

1. What are the net weight and duty, at 30 per cent ad valorem, on 13 boxes of sugar, weighing gross 450 pounds each, actual tare 15 per cent., and the cost of the sugar being 8 cents per pound?

2. A merchant wishes to remit \$500 to England, exchange being at 10 per cent. premium : what will be the amount of the bill he can purchase for that sum ?
3. What is the length of the diagonal, that is, the distance from one corner to the opposite of a square lot which contains 16 square rods ?
4. If a sugar loaf, which is 12 inches in height, weighs 16 lbs., how many inches may be broken from the base that the residue may weigh 8 lbs.
5. John Oakes engaged to labor for me 12 months. For the first month I was to pay him \$7, and for the last month, \$51. In each successive month he was to have an equal addition to his wages : what sum did he receive for his year's labor ?
6. When the first term is \$144, the ratio \$1.05, and the number of terms 5, what is the sum of the series ?

ENGLISH LITERATURE.

1. What epoch of literature was named the Augustan age ? What can you say of it ?
2. Name three of the works of Pope, and briefly tell what is said of each.
3. State some facts concerning each of the following writers : Addison, Swift, and Macaulay.
4. Give some account of Lord Byron. Name and describe his most remarkable poem ?
5. Name in chronological order the authors of the following works : Rienzi, Vanity Fair, The Talisman, The Battle of the Books, The Tattler.

ASTRONOMY.

1. Define *zenith*, *nadir*, *altitude*, *right ascension*, *colure*.
2. What is a transit ? Explain the retrograde motion of an inferior planet.
3. Describe the yearly path of the earth about the sun—(1) at the summer solstice ; (2) at the vernal equinox.
4. Explain the cause of tides. Why does the tide occur fifty minutes later each day ?
5. What is the relation between meteors and comets ? What effect do meteors have on the weather ?

MENTAL PHILOSOPHY.

1. State the conditions of complete perception.
2. Give the grounds on which rests the theory, held by many, that sense-perception is passive only.
3. What can you say of the interest and importance of the representative power ?
4. Define memory, and tell what is said of its relation to representation.
5. What is said of sleep, psychologically considered ?

CHEMISTRY.

1. Give the sources and properties of starch. Tell what is said of its use in the plant.
2. Describe the formation of the alcohols. By what other name is common alcohol known? State the formation of the aldehydes and acids.
3. What is nicotine? Name its properties. Name the active principle of tea and coffee.
4. Name the three classes of volatile oils. Illustrate each.

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OF THE
BOARD OF TRUSTEES OF PUBLIC SCHOOLS
OF THE
DISTRICT OF COLUMBIA,
JULY, 1880.

ARTICLE I.—*Divisions.*

The District of Columbia shall be divided into seven Divisions. The First, Second, Third, and Fourth, comprising the Public Schools for White children of the city of Washington, shall be and remain as at present constituted by law; the Public Schools for White children of the city of Georgetown shall constitute the Fifth; the Public Schools of the County, the Sixth; and the Public Schools for Colored children of the cities of Washington and Georgetown, the Seventh.

ARTICLE II.—*Meetings.*

SECTION 1. *Stated Meetings.*—The stated meetings of the Board shall be held on the second Tuesday of each month, and on the last Tuesday in June. The President, or, in his absence, the Secretary may, and at the written request of three Trustees, *shall* call a special meeting of the Board, but not on less than twenty-four hours' notice. The object of the meeting shall be stated in the call, and no other business shall be transacted without the consent of a majority of the Board.

SEC. 2. The officers of the Board shall be elected annually at the stated meeting in July, and the Standing Committees of the Board shall be appointed at said meeting, or as soon thereafter as practicable.

SEC. 3. The school year shall begin on the first day of July, and the salaries of re-elected teachers shall begin on the first day of September, and of all others at the date when they enter upon their duties.

SEC. 4. Annually, in the month of June, or as soon as practicable thereafter, or as vacancies occur, the Board of Trustees shall appoint Supervising Principals and teachers for the Public Schools of the District of Columbia.

SEC. 5. *Order of Business.*—At the hour appointed for the meeting, the President shall take the chair and call the members to order, after which no member shall retire without permission of the Chair. In the absence of the President, the Secretary, or any member of the Board, may call the meeting to order, and a President *pro tempore* shall be chosen. The following shall be the order of business, viz :

- I. Calling the roll.
- II. Reading the journal.
- III. Communications.
- IV. Communications from the Superintendents.
- V. Nomination of teachers.
- VI. Reports of Sub-Boards.
- VII. Reports of Standing Committees.
- VIII. Reports of Special Committees.
- IX. Resolutions for reference.
- X. Unfinished business.
- XI. New business.

All the ordinals of business except the last two shall be considered in the opening hour, during which no debate nor remarks shall be in order. But reports of Sub-Boards and resolutions presented for adoption by committees may be acted on without debate when offered. All matters subject to debate or explanation coming before the Board during the opening hours shall lie on the table, to be taken up as new business; and all matters under new business shall be considered in the order in which they come before the Board, unless otherwise ordered by special vote of the Board. Upon all questions under consideration by the Board, every member shall be entitled to speak ten minutes, and the mover of a resolution shall be entitled to five minutes additional in closing the debate. Additional time may be allowed any member upon request, by unanimous consent.

ARTICLE III.—*Duties of Officers.*

SECTION 1. *President.*—He shall preside at all meetings of the Board; shall decide points of order without debate, except on appeal; and shall appoint Committees not otherwise ordered.

SEC. 2. *Secretary.*—He shall keep a journal of the proceedings of the Board; shall prepare, under the direction of the Committee on Printing, and cause to be printed, immediately after each meeting of the Board, an abstract of the proceedings, and cause copies of the same to be distributed to the members; preserve books and papers placed under his care; send to the members written notice of all special meetings of the Board; furnish the chairman of every Special Committee with a copy of the resolution under which it was appointed; transmit to the persons and Committees interested copies of all orders and resolutions; and perform such other duties pertaining to his office as from time to time may be required of him.

SEC. 3. *Superintendents.*—They shall see that the rules are faithfully observed; give to teachers such counsel, instruction, and assistance as may be necessary; report to Sub-Boards, with such suggestions as may appear proper, all teachers who are deficient, incompetent, or unwilling to heed their instructions or obey the rules of the Board; and may call meetings of teachers, with the consent of the Committee on Teachers, when they may deem it advisable, for special instruction and improvement, but not on more than two half-days in four weeks. They shall see that the teachers are furnished with the record-books and forms

adopted by the Board, and that they carefully use them; and, under the direction of the Committee on Annual Report, shall have the custody of all the record-books and reports presented to the Board, and act as librarians. In August of each year, or as soon thereafter as practicable, not later than September, they shall report to the Board the condition, prospect, and statistics of the schools, and from time to time they shall recommend such measures as they may deem advisable. They shall have the same authority to suspend pupils that is possessed by the teachers. They shall keep registers of the names and address of all applicants for employment as teachers, with such information as they may possess relative to their qualifications, which registers shall always be open to the inspection of the Trustees. They shall make themselves fully acquainted with the most approved methods of placing pupils' desks and benches or chairs in school-rooms, particularly touching the matter of space between desk and chair, width and location of aisles, and location of desks with reference to doors, windows, and stoves.

ARTICLE IV.—*Committees.*

Annually, in the month of July, the Trustees of Public Schools for the District of Columbia. "shall divide themselves into as many Sub-Boards as there may be Divisions;" and each Sub-Board or Local Committee may elect its own officers. At the same time, or as soon thereafter as practicable, the President, unless otherwise ordered, shall appoint the general Standing Committees, and the member first named on each Committee shall be chairman.

The Local and General Standing Committees shall be :

- I. The Sub-Boards, or Local Committees—two to five members each.
- II. The Committee on Rules—four members.
- III. " " Ways and Means—three members.
- IV. " " Buildings and Repairs—seven members.
- V. " " Supplies and Accounts—seven members.
- VI. " " Teachers—seven members.
- VII. " " Text-books and Course of Study—three members.
- VIII. " " Examinations—three members.
- IX. " " Scholarships and prizes—three members.
- X. " " Music—three members.
- XI. " " Drawing and Penmanship—three members.
- XII. " " Janitors—three members.
- XIII. " " Annual Report—three members.
- XIV. " " Printing—three members.
- XV. " " Library—three members.

ARTICLE V.—*Duties of Committees.*

SECTION 1. *The Sub-Boards or Local Committees* shall "exercise practical supervision over the Public Schools placed under their jurisdiction, severally, subject at all times to the control of the Board." They may

make all nominations, assignments, and promotions of teachers, and all nominations of janitors for said schools, subject to said control. They shall designate one of the teachers as Principal, when two or more teachers are employed in the same building, and shall make temporary appointments of teachers when necessary, in each case reporting their action to the Board at its next succeeding meeting.

SEC. 2. *The Committee on Rules*, of which the President shall be chairman, shall consider and report upon such propositions to create, abolish, or amend By-laws and Rules as may be referred to them by the Board; and shall make and report a general revision of the By-laws and Rules, or either of them, whenever so ordered by the Board. They shall examine and approve all blank-books and forms required to be used in the schools or by the Board.

SEC. 3. *The Committee on Ways and Means* shall keep themselves advised of the amount of money on hand, or provided for, available for school purposes, whence it was derived, and where and how it is to be disbursed; shall represent the Board in all matters of legislation for the support and maintenance of the Public Schools; and shall observe the operation of the law for the division of money between White and Colored Schools, and report from time to time what, if anything, is necessary to secure its equitable administration, and prevent it from working injustice to either schools.

SEC. 4. *The Committee on Annual Report* shall have charge of all the statistics of the schools; shall furnish to the Board such information as shall be called for from time to time; shall prepare and present to the Board at the close of each school-year, or as soon thereafter as practicable, but not later than the stated meeting of the Board in September, the Annual Report of Public Schools.

SEC. 5. *The Committee on Buildings and Repairs* shall have charge of the purchase of sites, the erecting, enlarging, renting, repairing and insuring of all school-buildings and rooms under the control of the Board; shall, from time to time, and particularly in the month of May of each year, carefully inspect the school-buildings and rooms, and report, in writing, their condition to the Board, and shall make such recommendations appertaining thereto as, in their judgment, the interests of the schools require. The mechanical janitor shall be nominated by them, and shall be subject to their orders.

SEC. 6. *The Committee on Supplies and Accounts* shall approve all requisitions for supplies, and revise the same whenever, in their judgment, it is necessary or proper. They shall have charge of the purchase and general supervision of school furniture, and shall, from time to time, and particularly in the month of May of each year, carefully inspect all school furniture in use in the Public Schools, and report, in writing, its condition, and as much in detail as practicable. They shall give special attention to the proper placing of furniture in school-rooms.

They shall audit and control all expenditures of the Board; shall examine all bills and report to the Board their action thereon; shall examine

all pay-rolls of teachers and janitors, and, if found correct, shall approve the same, keeping a full record of their acts and proceedings. They shall ascertain the amount of supplies furnished to and the expenses incurred by each Sub-Board, and shall keep an account of the same, classified in accordance with law; and shall make a full report to the Board annually in the month of June.

SEC. 7. I. *The Committee on Teachers* shall consist of seven members—one from each Division. They shall have charge of all matters concerning the qualifications and salaries of teachers, and of all schools above the Eighth Grade, and to them shall be referred for consideration and report all nominations of teachers. Nominations may be handed direct to the Committee by the Sub-Boards whenever it is necessary or desirable to hasten action. They shall nominate teachers for all schools above the Eighth Grade, except the teachers for the High School of the Seventh Division.

II. The two Superintendents, and other persons, to be appointed annually by the Committee on Teachers from the corps of Supervising Principals and Principals of the Public Schools of the District, shall constitute a Board of Examiners, whose duty it shall be to conduct all examinations of persons seeking employment as teachers in the Public Schools, and of persons now employed in said schools seeking promotion to higher grades.

III. Said examiners shall be divided into two sections, of which the *first* shall consist of the two Superintendents and one examiner, to be named by the Committee on Teachers; and the *second*, of the remaining examiners. Each section may appoint its chairman, and the chairman of the *first* section shall be the chairman of the Board of Examiners, when acting as a whole or a unit.

IV. Said examiners shall hold examinations to ascertain the qualifications of applicants for teacherships and for promotions in the Public Schools, on the second Saturday before Christmas and on the third Saturday in May, of each year. All examinations shall begin at 9 o'clock A. M., and may be continued until completed, not, however, exceeding three days in the aggregate. Candidates not present punctually at the appointed hour may be excluded. No person, other than the candidates, the members of the *first* section of the Board of Examiners, and the members of the Committee on Teachers designated for the purpose, shall be allowed to be present at any examination of candidates for teacherships or promotions.

V. The Board of Examiners, whenever they shall think proper, may, and whenever the Committee on Teachers direct, shall conduct the examinations of candidates for promotion separately and apart from the examinations of other candidates.

Examinations for fourth class and special certificates shall always be held separately, and only when the needs of the schools may require and the Committee on Teachers shall direct.

VI. Any person employed as a teacher in the Public Schools desirous of obtaining a certificate of qualifications to teach in schools of higher grade, may be admitted to any examination by giving two weeks' notice to either Superintendent.

VII. Any person not employed in the Public Schools, desirous of obtaining a certificate of qualifications to teach in said schools, may make application therefor, in his (or her) own handwriting, and shall state his (or her) name, age, residence, where educated, and what experience, if any, he (or she) has had in teaching, and in what grade of school. This application must be accompanied by a written statement from the family physician, or from some physician in good standing, certifying that the applicant is a person of sound health, properly vaccinated or otherwise protected from variolous diseases, and physically able to perform all the duties required of a Public School teacher. The application and the statement shall be submitted by the Superintendent to the Committee on Teachers for consideration; and, when approved by said committee, it shall entitle the applicant to admission to the examination next after the date of said approval.

VIII. Candidates for a first, second, third, or fourth class certificate may be examined on any part of the course of study prescribed for the Public Schools of the District of Columbia; and on the science and the art of teaching; and in regard to their knowledge of the ways and means of taking care of a school room—its heating, ventilation, cleanliness; the preservation of its desks and chairs, and black-boards and maps and window-glass; and the protection of the books, hats and property of pupils; and in addition to these matters, inquiry may be made into the personal habits, health, and aptness to teach of the candidates.

IX. Candidates for special certificates (Supervising Principals, principals of advanced schools, and teachers of special branches) can only be examined by special order of the Committee on Teachers; and the Board of Examiners, and the subjects and method of the examination, will be announced in said special order, whenever it shall be necessary to hold an examination of candidates for such certificates.

X. The examinations shall be both oral and written, the written preceding the oral. The rank of the candidates, or the result of the examinations, shall be marked on a scale of from one to one hundred, one being the lowest and one hundred the highest mark. Of these one hundred marks, eighty may be awarded on the written examination and twenty on the oral.

XI. The *first* section of said examiners shall have charge of the preparation and printing of questions for, and the supervision and conduct of, the written examinations; and no member of the *second* section of said examiners shall be present at said written examinations, or hold any communication with any member of the *first* section, or with the candidates, prior to making their report as hereinafter provided for. In conducting the examinations, the candidates shall be designated by numbers, by which alone they shall be known to the Board of Examiners.

XII. The *second* section of said examiners shall have charge of the examination and marking of the written answers, by the candidates, to the interrogatories, and no member of said *first* section shall take part in or be present at said examination and marking. Said *second* section shall assemble in some suitable room to be selected by themselves, on the day of each examination, at or before nine o'clock A. M., and shall then and there open the sealed envelopes, furnished to them by said *first* section, containing the questions to be answered by the candidates, and shall forthwith proceed to solve the mathematical problems, and to consider such other matters raised by the questions as may be necessary; and as soon as the interrogatories on any branch have been answered by the candidates, said *first* section shall cause them to be transmitted to said *second* section, who shall forthwith proceed to examine said answers, and to mark their value on the scale hereinbefore prescribed; and when all the answers have been so marked, the same day, if possible, they shall make a schedule showing the result as to each candidate in each branch, and shall certify the same by signing their names thereto, and shall enclose it under seal, together with the written answers, also under seal, to the Chairman of the Committee on Teachers.

XIII. The *first* section of said examiners shall examine the candidates orally on a day subsequent, and shall make a schedule of the result on the scale hereinbefore prescribed, and shall certify the same by signing their names thereto, and shall enclose it under seal to the Chairman of the Committee on Teachers.

XIV. The Committee on Teachers shall assemble on the evening of the day of the oral examination, or as soon thereafter as practicable, and its chairman shall then open the returns of the Board of Examiners in the presence of the Committee; and, on consideration thereof, the Committee shall select such candidates as, in their judgment, have given evidence of sufficient scholarship, aptness to teach, and health to justify their being employed as teachers in the Public Schools; but no candidate shall be selected whose personal habits are objectionable. The Committee shall report the names of the candidates so selected, and the class of certificate to which they may be thought severally entitled, together with any other facts deemed necessary, or that may be called for, to the Board of Trustees for their information. The Committee may also report to the Board, for special consideration, all cases that they may deem exceptional.

XV. The Board of Trustees, on the presentation of said report or reports, shall proceed to consider the same, and shall determine what candidates may receive certificates, and the class.

XVI. In emergencies, the Committee on Teachers may grant temporary certificates to teachers, without examination, which shall be valid until the next regular semi-annual examination, and not longer; and no temporary certificate shall be renewed.

XVII. No certificate shall be valid when the holder thereof has been out of the service of the District for a term of more than one year.

XVIII. No teacher shall be employed in any higher grade of schools than that for which his (or her) certificate was granted.

SEC. 8. *The Committee on Text-Books and Course of Study* shall keep themselves advised of the kind, cost and character of text-books, maps, charts and school apparatus in use in the Public Schools; shall examine such other text-books, maps, charts or apparatus as may be proposed for introduction, and shall make report thereon annually in the month of June. "But no books shall be changed unless by a vote of two-thirds of the whole Board, and the books in all the schools in the several Divisions shall be uniform." They shall also make themselves familiar with the course of study prescribed for the Public Schools, and its practical operation, and shall, from time to time, recommend such modifications thereof as in their opinion will be best.

SEC. 9. *The Committee on Examinations* shall prepare and report to the Board a programme for the annual examinations; shall superintend all special examinations of pupils or schools in competition, or for the award of scholarships, or prizes, and shall make a written report to the Board at the close of each school year.

SEC. 10. *The Committee on Scholarships and Prizes* shall have charge of the matter of providing scholarships and prizes, authorized by the Board for the Public Schools; shall consider what, if any, additional scholarships, or what, if any, prizes should be authorized; and shall, from time to time, and particularly in the month of June of each year, report their proceedings and conclusions to the Board for its information and action.

SEC. 11. *The Committee on Music* shall nominate to the Board suitably-qualified persons as teachers of music; shall exercise a general supervision over this department of instruction in all the schools, and make an annual report to the Board.

SEC. 12. *The Committee on Drawing and Penmanship* shall exercise a general supervision over these branches of instruction, and report from time to time what measures are necessary to promote success in them, and shall nominate suitably-qualified persons as teachers of drawing.

SEC. 13. *The Committee on Janitors* shall have the general supervision of all matters concerning the qualifications and salaries of janitors, and to them shall be referred all nominations of janitors for steam or furnace-heated buildings for consideration and report. Sub-Boards may hand their nominations direct to the Committee when it is deemed necessary or proper to hasten action. They shall examine monthly the pay-roll of janitors, and if found to be made up in accordance with the rule regulating the pay of janitors, shall endorse that fact thereon; but if not, they shall revise the same, and then certify it and transmit the same to the Committee on Accounts. They shall report all janitors who fail to discharge their duties in a satisfactory manner; and shall, from time to time, carefully inspect the janitors' quarters, the out-houses, and school-rooms, with reference to cleanliness, and report their condition to the Board, annually in the month of June.

SEC. 14. *The Committee on Printing*, of which the Secretary shall be

chairman, when he is a member of the Board, shall have charge of all matters pertaining to printing for the Board or the schools.

SEC. 15. *The Committee on Library* shall have charge of the Library of the Public Schools. They shall consider and report to the Board plans for increasing it, and rules governing its use. They shall make an annual report, giving a full account of its operations and condition.

ARTICLE VI.—*Reports and Resolutions.*

SECTION 1. *Reports.*—All reports of Sub-Boards and other Committees shall be in writing, and shall be signed by all the members who concur therein.

SEC. 2. *Resolutions.*—No resolution shall be acted on unless presented in writing under the signature of the member presenting it; and when a question is put every member present shall vote, unless excused by the vote of two-thirds of the members present.

ARTICLE VII.—*Amendments.*

No amendment to the By-Laws or to the Rules shall be made, unless it be proposed in writing at a stated meeting, and receive, at a subsequent stated meeting, the vote of two-thirds of all the members of the Board.

RULES
OF THE
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

ADMISSION OF PUPILS.

1. Separate schools for White children and for Colored children shall be provided, in accordance with existing laws.

2. The number of teachers appointed for each Division shall not be less than one for each sixty pupils of the average enrolment. In the County schools, whenever the average daily attendance of pupils for two consecutive months shall exceed forty-five, an assistant teacher may be assigned to the school; and whenever the average daily attendance of pupils in any school shall be less than twenty for two consecutive months, the school may be discontinued, or the salary of the teacher may be reduced, at the discretion of the Board.

3. All children between the ages of six and seventeen years, inclusive, whose parents are *bona fide* residents of the District of Columbia, shall be entitled to admission into such schools within the Division in which they reside as on examination they may be found qualified for: *Provided*, That no child shall be so admitted who shall not have been duly vaccinated or otherwise protected from small-pox; nor shall any child be so admitted while suffering from any contagious disease. A certificate of the attending physician shall in such cases be required to admit or re-admit to school.

4. Applications for admission into City White schools shall be made to the Supervising Principals of the respective Divisions; and for admission into County schools and City Colored schools to the principal teachers in the respective school-buildings. Applicants, if found qualified, shall have precedence in the order in which they present themselves at the schools to which they are assigned.

5. At the commencement of each school year the order of admission of pupils shall be as follows:

I. The pupils who were such at the close of the last year: *Provided*, That they return before 12 o'clock m., on the first school day of the school year.

II. Pupils transferred in due form from other schools, who must first have been entered on their rolls.

III. Applicants, in the order of presenting themselves. In cases of sickness, or necessary absence from the District, the seats of pupils of the first of the above classes shall be reserved until the beginning of the fourth school day of the school year: *Provided*, That a satisfactory representation be made to the teacher prior to the time named above.

6. Promotions to a higher grade shall be made in City White schools and County schools at the opening thereof in September, and in City Colored schools in September and January, and at no other time, except by special permission from the Superintendent; and those only shall be promoted whose attendance, conduct, and improvement shall have been satisfactory.

7. No pupil shall be received from one public school into another without a transfer ticket, a certificate of honorable dismissal, or satisfactory reason assigned for leaving the other; and no pupil shall be transferred from a school in one Division into one of another, unless by the written consent of one member of the Sub-Board of each Division.

MEMBERSHIP OF PUPILS.

8. When pupils have been admitted into school their membership continues during the school age, unless terminated in one of the following ways:

I. A pupil may withdraw from school on notice from the parent or guardian to the teacher. This notice should be given at the time of leaving; if not, the name of the pupil must be continued on the roll and the absence must be marked on the record-book until such notice is received by the teacher: *Provided*, That the absence shall not extend beyond three successive school-days; if no notice is received and the pupil does not return at the *beginning* of the fourth successive school-day, the membership shall terminate and the seat shall be marked forfeited.

II. Pupils shall forfeit their seats by absence from school for more than three successive school-days *from any cause*, whether with leave or without, whether with intention of returning or not, and whether the absence be occasioned by sickness, *suspension*, or other causes; and in all such cases if the pupil do not return at the *beginning* of the fourth successive school-day the membership shall terminate and the seat shall be marked forfeited. On returning, those who may have been detained by sickness shall have preference in admittance to school, and shall be readmitted by the teacher. Pupils may forfeit their seats also by failing to return to school or to make the required representation to the teacher before 12 o'clock m. on the first school day of the school year.

III. A pupil may be dismissed by order of the Supervising Principal, Superintendent, Local Trustee, Sub-Board, or Board.

IV. A pupil may be transferred; and a transfer terminates the membership of a pupil in the particular school or class from which the transfer is made.

V. For the purpose contemplated in this rule any pupil shall be considered as absent whose attendance shall not continue for at least one-half of the regular school session of the half-day.

DUTIES OF PUPILS.

9. Good order and propriety of deportment, not only during school hours, but in coming to and going from school, and cleanliness in person and attire, are expected from pupils. They are required to keep all books

clean and the contents of desks neatly arranged; to enter and leave the room in a respectful manner, and without noise; and to quit the neighborhood of the school in a quiet and orderly manner immediately on being dismissed.

10. No pupil shall be allowed to throw pens, paper, or anything whatever on the floor; to mark, cut, scratch, chalk, or otherwise disfigure or injure any portion of the school-building or anything connected with it; to use tobacco in any form; to use a knife in school; to play at any boisterous game within the school-buildings; to use any profane or indelicate language; to nickname any person; to throw stones or other missiles; to annoy or maltreat others, or to do anything that may disturb the neighborhood or the school. Any damage done to the school-building, premises, or furniture must be repaired at the expense of the offender.

11. The following may be sufficient grounds, severally, for the suspension of a pupil from the privileges of school by the teacher or for dismissal by the Supervising principal, Superintendent, or Local Trustee, viz:

Immoral conduct; violent or pointed opposition to authority in any particular instance; persistent disobedience or disorder; absence for four half-days in any month, unless caused by personal sickness or the presence of a contagious disease in the family, or when authorized in writing by a Trustee or the Superintendent, (of which the teacher must be informed before the expiration of the fourth half-day:) *Provided*, That parents or guardians shall be notified immediately when their children have been absent two half-days in any month; habitual tardiness, truancy, or uncleanness of person or clothes; or neglect on the part of the parent or guardian to furnish the necessary school-books, unless satisfactorily explained.

The teachers shall immediately notify the parent or guardian in every case of dismissal, and the Supervising Principal, Superintendent, or Local Trustee, as well as the parent or guardian, in every case of suspension, with the reason therefor.

12. Any pupil suspended under the foregoing rule, who shall express to the teacher regret for his or her misconduct, as openly and explicitly as the nature of the case may require, and shall give promise of amendment, shall, with the consent of the Supervising Principal, Superintendent, or Local Trustee, be restored, but not otherwise.

13. No pupil who has been absent, or appears after the opening of school, shall be admitted without a satisfactory excuse from the parent or guardian, for the absence or tardiness, or proper discipline for the remissness; no pupil shall be allowed to be absent from school during the regular sessions to take music, drawing, dancing, or other lessons; and no pupil shall be allowed to depart before the appointed hour of leaving school, except in case of sickness or on some pressing emergency, and the teacher in every case shall be the judge of the sufficiency of the excuse. The teacher may require excuses to be made in writing, and all notes of excuse shall be preserved until the close of the school-year.

14. One or more lessons may be assigned daily, to be studied at home by pupils of suitable age.

15. Pupils whose parents or guardians are in indigent circumstances may obtain a loan of books, and other articles required for their use in the school, on a written application, approved by the teacher of the school, and by the Supervising Principal or a Local Trustee, in such form as shall be prescribed by the Board; but in all cases such books shall be returned whenever the pupil shall leave the school. If they shall not be returned by the pupil, the teacher shall report the fact to the Supervising Principal or Superintendent, and the pupil shall not be permitted again to enter any public school in the District.

16. Cards of merit for any month may be given in schools of the First, Second, Third, Fourth, Fifth, and Sixth Grades to any pupil who, during that month, shall have received, 1st, no mark for absence or tardiness; 2d, no demerit mark for deportment; 3d, not more than two demerit marks for any one recitation; 4th, an aggregate of not more than ten demerit marks in all the studies. The names and number of pupils, in Grades above the Sixth, who would be entitled to Cards of Merit under this rule, shall be given in the monthly report of each school.

17. The term of tuition in girls' schools of the Eighth Grade shall in no case exceed two years.

QUALIFICATIONS OF TEACHERS.

18. Teachers' certificates shall be issued in four classes, as follows, commencing with the lowest:

The First-Class Certificate shall be sufficient evidence of the scholastic qualifications required for teaching in any school from the First to the Third Grade, inclusive; the Second-Class Certificate, in any school from the First to the Fifth Grade, inclusive; the Third-Class Certificate, in any school from the First to the Seventh Grade, inclusive; the Fourth-Class Certificate, in any school from the First to the Eighth Grade, inclusive; and for all other positions the examinations and certificates shall be special.

19. Teachers of schools of all the Grades from the First to the Fifth, inclusive, must be not less than eighteen years of age, and of all the Grades above those named not less than twenty-one years of age.

20. No person shall be appointed teacher of any school who shall not have received from the Committee on Teachers the certificate required for the grade of the school, and who shall not have served successfully as *acting* teacher.

21. All appointments of teachers shall be for the remainder of the school year in which they take effect, unless previously otherwise ordered; but teachers at any time may be assigned or transferred to such schools as the Sub-Board may designate.

22. Teachers who resign without giving to the Sub-Board at least one month's written notice of their intention shall forfeit the pay due them.

23. *Acting* teachers shall be subject to the same rules and receive the same pay as teachers.

DUTIES OF TEACHERS.

24. Teachers are required to be at their school-rooms and open the same for the admission of pupils at least fifteen minutes before the time

appointed for the opening of the school. Teachers failing to be so present shall mark themselves "tardy" on the monthly report, and assign the reason therefor.

25. They shall not be absent from school at any time during the school year except in cases of sickness, the presence of contagious disease in the family or other pressing emergency, notice of which shall be forthwith communicated to the Supervising Principal, Superintendent or Local Trustee; but the Superintendent may permit them to be absent for the purpose of visiting other schools, not exceeding two school days in any one year.

26. They shall attend all meetings to which they are called and all special classes organized for their instruction and improvement by the Superintendent or the Board, and in case of failure to do so, shall furnish to the Superintendent a statement in writing of the reason therefor.

27. They shall keep record-books, complete the entries in them each day before leaving the school-room, and make such reports as shall be required by the Board, and they shall not be entitled to pay or re-election until they shall have complied with this rule. Immediately after the annual examination they shall deposit their record-books in the office of the Superintendent, taking care to make and retain in their desks a list of the names of pupils on the rolls at the close of the year.

28. The necessary stationery, blanks and supplies for Public School purposes shall be furnished on requisition of the teacher.

29. The teacher of each school shall prepare and keep in his or her desk, for inspection, a programme of the exercises of each day during the week, specifying the length of time devoted to each study and recitation.

30. Teachers shall not engage, during school hours, in reading, writing letters, conversation or other occupations which are irrelevant to their duties as teachers. The use of tobacco in or about the school-building is prohibited.

31. They shall prevent, as far as possible, the pupils from gathering on the school premises before the hours for opening the school-rooms; supervise their schools during the recesses; require the pupils to leave the premises immediately after the close of school; and, if the janitor is not present and in charge, see that the doors of the school-houses and other houses attached thereto are locked, and the windows shut and fastened, every day after the close of school.

32. They shall see to the safe-keeping and protection of furniture, apparatus, houses, fences, trees, shrubbery, fuel and all other property of the schools. They shall maintain the strictest cleanliness in the school-houses and out-houses, and to this end they shall make frequent personal inspections of the buildings and grounds respectively under their charge, and maintain a strict supervision of their janitors. They shall promptly inform the Supervising Principal or Local Trustee whenever they find any loss or damage to have occurred, any repairs needed, or any other matter requiring his attention. At the close of each school year, they shall return to the Supervising Principal all books and other articles loaned to indigent pupils.

33. It shall be the duty of the principal teacher in each building to see that the rules relating to the deportment of pupils, in the play-rooms and halls, on the stairways, and about the school-buildings, on entering and leaving, and especially during the recesses, are enforced, and that all monthly reports and requisitions for supplies are made out promptly. Where several schools are grouped in one building each teacher shall co-operate with the Principal in maintaining order in the halls, on the stairways and platforms, and in the neighborhood of the building. All monthly reports and requisitions shall be forwarded through the principal teacher.

34. Teachers shall attend to the physical education and comfort of the pupils under their care; make the ventilation and temperature of the school-rooms an especial object of attention, and take care that the windows in the rooms be opened for the free admission of air at recess, and that the temperature of the rooms shall not fall below 60 nor rise above 70 degrees Fahrenheit.

35. They shall practice such discipline in their schools as would be exercised by a kind and judicious parent in the family, always firm and vigilant, but prudent. They shall endeavor, on all proper occasions, to impress upon the minds of their pupils the principles of morality and virtue, a sacred regard for truth, love to God, love to man, temperance, industry, and frugality, and the importance of gentle manners; but no teacher shall exercise any sectarian influence in the schools.

36. The avoidance of corporal punishment, as far as may be, with a due regard to obedience on the part of pupils, is enjoined on all teachers. Each case of corporal punishment, with the reason therefor, shall be reported monthly by the teacher in charge of the school, and forwarded through the Principal, or the Supervising Principal, to the Superintendent.

37. Teachers will give as much instruction as is practicable by means of the black-board; prevent pupils from sitting too long in one position or without occupation, and frequently vary the school exercises, so as to awaken and fix attention. They shall divide their schools, when all the pupils are of one grade, into two sections, and shall have one section studying while the other is reciting, as far as may be practicable. In penmanship, drawing, vocal music, and a few general exercises and explanations, the school should be instructed as a whole.

In assigning lessons for study at home, the following directions shall be observed:

No lessons shall be assigned to pupils in the First or Second Grade; the lessons for pupils in the Third or Fourth Grade shall not require more than one hour; in the Fifth, Sixth, or Seventh Grade, not more than one hour and a half; in the Eighth Grade, not more than two hours. Neither arithmetic, penmanship, nor map-drawing shall be assigned for study at home.

In all cases where studies are required at home, the work to be done shall be definitely stated and so thoroughly explained by the teacher that intelligent pupils can master it without assistance.

38. They shall not be allowed to send their pupils on errands during school-hours, except on urgent school business.

39. No teacher or other person shall be allowed to present in the public schools any premium or gift to any pupil, except such as are permitted by order of the Board.

40. No person shall be permitted to solicit subscriptions for any paper, book, publication, or other article, or canvass for the sale of any article within the school-buildings at any time, and no subscription, for any purpose whatever, shall be introduced in any public school, and no advertisement shall be read to the pupils of any school, or posted upon the walls of any school-building, or fences of the same, without permission of the Board.

41. Teachers are required to make themselves familiar with the rules, especially with the portion that relates to their own duties, and to faithfully observe the same; and to see that the pupils are made familiar with the rules relating to their duties.

SUBSTITUTES.

42. I. In case of the absence of any teacher on account of sickness, or other justifiable cause, for not exceeding one day, the school may be closed.

II. In case of longer absence, or where the absence is likely to be of longer duration, the teacher may furnish a substitute: *Provided*, That the person selected be satisfactory to the Supervising Principal, Superintendent, or Local Trustee having special charge of the school.

III. In case the absentee does not elect to provide a substitute, he or she shall forthwith notify, or cause to be notified, the Supervising Principal, Superintendent, or Local Trustee, whose duty it shall be to employ a substitute; and such substitute shall be paid by said absentee an amount equal to one-half of his or her salary during the time that his or her place may be filled; and written evidence of such payment shall be filed with the Committee on Accounts prior to the auditing of the salary account of said absentee for the month next succeeding the termination of service of said substitute.

IV. Teachers now in the employ of the Board, by continuing, and those hereafter to be employed, by accepting service, will be understood to agree to this rule.

V. Persons who hold, or shall obtain, certificates from the Committee on Teachers, and notify the Superintendent of their readiness to serve as substitutes, and do so serve successfully, as opportunity offers, shall have preference, next after graduates of the Normal School, in appointments to the corps of teachers.

SUPERVISING PRINCIPALS.

43. I. The Supervising Principals, as local superintendents of all the schools within their respective Divisions, shall, under the direction of the Superintendent, be responsible for the observance and enforcement of the rules of the schools, and in the discharge of their duties they shall be

entitled to the respect, deference, and co-operation of all teachers; and they shall have offices to be designated by the respective Sub-Boards for the transaction of school business.

II. They shall be in their respective offices thirty minutes before the time of opening each morning session of the schools, and when not engaged in examining schools, under the direction of the Superintendent, from three to half-past three o'clock each afternoon that the schools are in session; and they shall meet at the office of the Superintendent for the purpose of consultation at such other times as he may designate.

III. They shall be engaged not less than two hours of each school day in instructing the advanced classes in the Eighth Grade schools.

IV. They shall have a general supervision of the grounds, buildings, furniture, and appurtenances of the schools, and see that the same are kept in good condition; they shall see that good order is maintained upon school premises and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school-buildings and out-houses belonging thereto; they shall promptly report to the Trustees any repairs that may be required, and any negligence of the janitors; they shall make requisitions upon the Superintendent for all supplies of books, stationery, and other articles required for the use of the schools; and they shall see that books, slates, and other articles are loaned only to those pupils whose parents or guardians are actually not able to furnish the same, by reason of indigence, and that all books, slates, and other articles so loaned are returned to their offices at the close of each school year.

V. They shall keep, according to forms approved by the Board, a correct account of all supplies received by them, and of all supplies distributed to the schools; and they shall keep an accurate record of the names of all pupils suspended or dismissed from the schools, noting in each case the date, the offence committed, and any other particular which may be deemed important. These accounts and records shall be at all times open to the inspection of the Trustees and the Superintendent.

VI. They shall furnish, according to prescribed forms, the Superintendent with the required monthly and annual reports of the schools, and monthly lists of the names of all teachers and janitors employed by the Board, and the amount of salary due to each; and they shall furnish such other information as may be required from time to time by the Trustees and the Superintendent.

VII. They shall see that the teachers are promptly notified and duly advised as to all rules and orders pertaining to the schools, and that they carry out the same in every particular; they shall see that all the prescribed records are neatly, regularly, and accurately kept by the teachers, and that all reports and returns required by the Board or the Superintendent are promptly made; they shall, under the direction of the Superintendent, classify the pupils in the different grades according to the course of study; they shall visit each school as often as twice in each month; and they shall, in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

SCHOOL YEAR AND SESSIONS.

44. I. The school year shall commence on the first day of July of each year, and end on the last day of the following June.

II. The schools shall be in session on all the week-days of the school year, except the following :

Every Saturday.

From the Thursday falling between the 18th and 24th of June, inclusive, until the Friday before the first Monday in the following September, inclusive.

Thanksgiving Day and the following Friday.

From the day before Christmas-Day until the day after New-Year's Day, inclusive, and, when the last of these holidays falls on Thursday, the following Friday shall be included.

Washington's Birthday, and, when it falls on Thursday, the following Friday shall be included.

III. In emergencies, the schools may be closed by order of the President of the Board of Trustees upon other days, not to exceed three days in any one year.

IV. No other holidays shall be granted without the formal consent of the Board of Trustees.

V. The City White schools, from the Third to the Eighth Grade, inclusive, and the County Schools, shall be opened at 9 o'clock a. m., and shall be closed at 3 o'clock p. m. punctually. A recess of fifteen minutes shall be given at 10½ o'clock a. m., and one of sixty minutes at 12 m., which may be dispensed with, by permission of the Supervising Principal, on stormy days ; and in such case the schools shall be closed at 1 o'clock.

In all City Schools of the First or Second Grade the daily sessions shall be, for First-Grade Schools, not exceeding three-and-a-half hours ; for Second-Grade schools, not exceeding four hours ; and a recess of fifteen minutes shall be given in the middle of each session ; *Provided*, That the Board, on recommendation of the Sub-Board of any Division, may order such exception to this rule as it may deem necessary.

VII. In City Colored schools above the Second Grade, school exercises shall commence punctually at 9 o'clock in the morning, and close at 2½ o'clock P. M. This rule will not be construed to prohibit a teacher from detaining pupils not to exceed one hour longer for purposes of discipline, or to make up neglected lessons.

During the forenoon a recess of fifteen minutes shall be given at 10½ o'clock : *Provided*, That the Grammar classes may substitute for this recess physical exercises in their rooms, at the discretion of their teachers.

These exercises must be of an orderly character. A recess of thirty minutes shall be given at 12 M., at which pupils shall not be allowed to go to their homes without special permission of their teachers, and then only on condition of returning in time.

No change in the school sessions in inclement weather is allowed, (unless by special permission of the Local Trustee or the Superintendent,) but pupils shall not be required to spend the recesses out of doors at the risk of health.

EXAMINATIONS.

45. An examination of the several schools shall be made before the close of each school year, under the direction of the Board; and all pupils absenting themselves from such examination, without cause assigned, shall be reported in writing to the Superintendent, and may be suspended or dismissed by the same.

SCHOOL-HOUSES.

46. The Trustees are responsible for the proper use of the public property intrusted to their care, and the school-houses can be used for no other than Public School purposes, without the consent of two-thirds of the whole Board.

JANITORS.

47. Each janitor shall be subject to the order of the Principal. He shall be responsible for all damage done through his neglect or carelessness. He shall make and regulate the fires; notify the Principal in season when fuel is needed; preserve the heating apparatus; sweep, dust and wash, the rooms, halls, and windows as often as is necessary, or when so directed by the Principal; keep the out-houses clean and in good order at all times; keep the play-grounds and grass-plats in a cleanly condition; guard the buildings, furniture, fences, and grounds; see that the windows, shutters, doors, and gates are securely fastened when the schools are not in session; promptly make such repairs as he is able to make, and report to the Principal all other repairs needed, and do such other work as properly belongs to the janitor—such as washing and filling ink-wells, providing water for the use of teachers and pupils, assisting in maintaining order outside the building, and going on official errands for the Principal, when the heating apparatus is not in use: *Provided*, That some competent person be at all times left in charge of the building. The janitor of a steam or furnace heated building shall not be absent under any circumstances during school hours when the heating apparatus is in use. Janitors shall be subject to the order of the Supervising Principal and the Superintendent. The janitor of the building in which the Superintendent has his office shall, at his own expense, provide a messenger for the Superintendent. No fireman, sweep, or other assistant to a janitor shall be employed or discharged without the written approval of the Sub-Board of the Division.

BOOKS AND FORMS.

48. All officers of the Board and teachers shall use such record and other blank-books and such forms as shall be prescribed by the Board, and in the manner and for the purposes designated; and the instructions accompanying such books and forms are hereby made a part of the rules. In each school-room a copy of the rules shall be kept by the teacher.

APPEALS.

49. The Executive Officers of the Board shall rank in the following order: Teachers, Principals, Supervising Principals, Superintendents

and Sub-Boards. Appeals may be taken from the decision of any of these officers to the next higher in rank, and from the Sub-Boards to the Board.

NOMENCLATURE.

50. The following system of names shall be used in all the reports and records of the Public Schools, to wit: first, the number of the school shall be given; second, the Grade; and third, the Division. Example: School No.—, Grade No.—, Division No.—. The Superintendent is charged with the enforcing of this rule.

COURSE OF STUDY.

51. The following course of study, text-books, books of reference, &c. are prescribed, and no other text-books shall be used in the schools, and none shall be used in any grade for which it is not herein designated.

The opening exercises in every school shall consist of reading, by the teacher, without note or comment, a portion of the Bible; repeating the Lord's prayer, at the option of the teacher, and appropriate singing by the pupils.

Worcester's Dictionary shall be used in all the schools.

First Year.

READING.

Sound-Charts. Primer. Second Reader, through Lesson XXVI. Suitable supplementary reading. Marks of Punctuation; the name and use of the comma, period, note of interrogation, and note of exclamation.

SPELLING.

All the words in the reading lessons, by sounds and by letters.

ARITHMETIC.

Counting by means of numeral frame and objects, to 100. Counting by 2's, 3's, 4's, 5's, 6's, 10's, and 11's, to 100, and counting back by 2's, 5's, 10's, and 11's. Reading at sight numbers composed of four orders of units, expressed in Arabic figures. Simple exercises, both oral and written, in addition, subtraction, multiplication, and division. Learning the value of all the Roman numerals, and stating readily the numbers expressed by them to the extent used in the reading-books of the grade. Telling the time of day as indicated on the face of a clock. Lessons on the relative value of the cent, dime, and dollar, and the coins from one cent to one dollar, with visible illustration.

LANGUAGE.

The purpose of this course is to accustom pupils to express what they know in sentences. The material to facilitate it will be reading lessons, pictures, plants, animals, and whatever else the ingenuity of the teacher may suggest. At times, teachers will have their pupils in answering

questions make complete sentences, and, by means of interesting conversation, will lead them to express their thoughts by speaking, and as they become able, by writing. Mispronunciation of words and errors of syntax will be carefully corrected. Recitation of poetry suited to the grade.

WRITING.

On slate, from copies made by the teacher on the black-board. As pupils progress, the best work to be put on paper, with pencil. Small letters, Roman numerals, Arabic figures, the pupil's name, short words in common use, and short simple sentences, to receive special attention. Some practice on capital letters. In teaching pupils to write their names and the Arabic figures, teachers will prepare for each a good copy of the figures and name on a slip of paper, to be pasted on the inside of the cover of the Reader as a model for imitation.

DRAWING.

Pupils draw on slate and black-board. Teachers, on black-board. Subjects of lessons: Straight lines and their combinations; first, from black-board; second, from dictation; third, from memory; fourth, design or inventive drawing. For use of teachers, Preliminary Scheme for Primary instruction in Drawing.

MUSIC.

National Music Charts, First Series, Nos. 1 to 6, inclusive. Singing by rote such songs as may be required by the Director.

OBJECT LESSONS.

The purpose of these lessons is to form habits of attention and careful observation. The material to be used will be familiar animals and plants, the human body, pictures, geometric forms and solids prepared for this use, and a variety of other suitable objects, which can readily be found. Pupils should learn to distinguish and name the principal colors. Teachers should make and keep, for the inspection of the examiners, a list of the objects used, arranged in the order in which the lessons were given.

Second Year.

READING.

Review Sound Charts. Second Reader, finished. As the pupils become able, practice in reading at sight from books, magazines, and papers, suitable for supplementary reading, and *The Child's Book of Nature*, Part I. Marks of punctuation; same as in previous course, and also the name and use of the semicolon, colon, and dash.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Primary Spelling Book*, through Lesson 101. Names of the days and months.

ARITHMETIC.

Oral.—Addition and subtraction, multiplication and division, taking as a guide First Lessons in Numbers, through Lesson 56.

Written.—Writing and reading numbers composed of seven orders of units; and simple exercises in adding, subtracting, multiplying, and dividing these numbers, taking care to make use at first of such as will not require any change of units from one order to another in performing the operations. Figures to be accurately made and arranged, and the work to be done neatly, so that when finished it will present a pleasing appearance. Lessons on the inch, foot, and yard, with visible illustration and practice in simple measurements. Roman notation to be continued.

LANGUAGE.

The course for the First Year continued. Composition taught first by short and simple sentences, and as pupils acquire facility in writing by short descriptions of things, places, events, and persons. The use of capitals at the beginning of proper names and first words of sentences. Recitation of poetry suited to the grade.

WRITING.

With lead-pencil, Tracing Book No. 1 and Copy Book No. 1, Shorter Course. On slate, capital letters. Special attention to the Arabic figures and the pupil's name, to be continued.

DRAWING.

Pupils draw on slate and black-board. Teachers, on black-board. Subjects of lessons: Straight and curved lines and their combinations; first, from black-board; second, from dictation; third, from memory; fourth, design or inventive drawing. For use of teachers, Teachers' Manual for Free-hand Drawing in Primary Schools.

MUSIC.

Review of previous course. National Music Charts, First Series, Nos. 7 to 17, inclusive. First Music Reader, pages 1 to 17, inclusive. Such other exercises as may be required by the Director.

OBJECT LESSONS AND NATURAL SCIENCE.

Color, continued. Geometrical forms, continued. The general structure of plants, with such visible illustration as is practicable, and the functions of the different parts, taking as a guide The Child's Book of Nature, Part I.

GEOGRAPHY.

Map of Washington, with places and objects of interest, points of the compass, and names of such subdivisions of land and water as can be illustrated by it and by maps of the neighborhood, which pupils should be encouraged to draw; developing the idea of the situation of places relative to each other and to the points of the compass, and teaching the use of maps.

Third Year.**READING.**

Third Reader. Practice throughout the course in reading at sight, from the Child's Book of Nature, Part II, and The Nursery.

SPELLING.

Suitable words from the reading and other lessons. Words from the New Primary Spelling Book. Use Spelling Exercise Book.

ARITHMETIC.

Written.—Integers: Notation and numeration; addition; subtraction; simple exercises in multiplication and division. Decimals: Relation of tenths, hundredths, and thousandths to units; notation and numeration, addition and subtraction of the same. United States currency: The units with their relation to one another; notation and numeration, addition and subtraction of the same. This subject is to be taught without the use of text-books by pupils.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from First Lessons in Numbers, through Lesson 76, taking the book as a guide. Lessons on the gill, pint, quart, and gallon, with visible illustration

LANGUAGE.

Simple sentence; use of capitals; use of marks of punctuation; forming compound sentences from simple ones. Examination and description of objects. Letter writing. Reproduction of short stories and descriptions read in the supplementary reading books. Recitation of poetry suited to the grade. Elementary lessons in English, chapters I to XI inclusive, and chapter XVI, to be used as a guide.

WRITING.

With pen and ink. Tracing-book, No. 2, and Copy-book, No. 2, Shorter Course. Blank-book to contain specimens of a variety of school work. On slate. Capital letters and Arabic figures.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Straight and curved line forms—from copies; from dictation; from memory; design or inventive drawing. For use of pupils, Book No. 1, first half of the year; Book No. 2, second half of the year. For use of teachers, Teachers' Manual, Part I, to accompany Drawing-books I and II.

MUSIC.

Review of previous course. National Music Charts, First Series, Nos. 18 to 28, inclusive. First Music Reader, pages 18 to 28, inclusive. Scale exercises by numerals, 1, 2, 3, 4, 5, 6, 7, 8; by letters, C, D, E, F, G, A, B, C; and by syllables, Do, Re, Mi, Fa, Sol, La, Si, Do. Such other exercises as may be required by the Director.

NATURAL SCIENCE.

Lessons on animals, with such visible illustration as is practicable, taking as a guide *The Child's Book of Nature*, Part II.

GEOGRAPHY.

Exercises on the globe, showing the form and motions of the earth; the equator, meridians, parallels, and zones; the general outlines of the continents and oceans, and their relative situation. General lessons from outline maps of the hemispheres and the United States. Map-drawing—hemisphere with meridians of longitude; hemisphere with equator and parallels of latitude; hemisphere with zones; and natural divisions of land and water.

Fourth Year.

READING.

Fourth Reader. Practice throughout the course in reading at sight from the *Child's Book of Nature*, Part III, and *The Nursery*.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Pronouncing Spelling-Book*, through the Fifth Section. Abbreviations used in writing and printing. Use *Spelling Exercise Book*.

ARITHMETIC.

Written.—Multiplication—composite numbers, factors, contractions in multiplication; short division; long division. Exercises in decimals and United States currency. Elementary Arithmetic, through Article 89.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from the *Intellectual Arithmetic*, through Lesson VII of Section Fourth.

LANGUAGE.

Review of course for the Third Year. Description of pictures. Writing notes, receipts, and advertisements. Reproduction of short stories and descriptions read in the supplementary reading books. Grouping words into classes. Subject and predicate. Recitation of prose and poetry suited to the grade. Elementary Lessons in English to be used as a guide.

WRITING.

Tracing-Book No. 3, and Copy-Book No. 3, Shorter Course. Blank book to contain specimens of a variety of school work.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand drawing—from copies; from dictation; from memory; design or inventive drawing. For use of pupils, Book No. 3, first half of the year; Book No. 4, second half of the year. For use of teachers, Preliminary Manual for Instruction in Drawing-Books, Nos. 1 to 5.

MUSIC.

Review of previous course. National Music Charts, First Series, finished. First Music Reader, finished. The scales C, G, and F. Such other exercises as may be required by the Director.

NATURAL SCIENCE.

Suitable lessons on the properties of air, water, heat, and light, with such visible illustration as is practicable, taking as a guide *The Child's Book of Nature*, Part III.

GEOGRAPHY.

Review of course for the Third Year. Climate; plants and animals; races of men; wants and occupations of men; North America; The United States. Map Drawing—The United States as a whole. Elementary Geography to page 93, omitting Special Geography.

Fifth Year.

READING.

Intermediate Reader. Practice throughout the course in reading at sight from Hawthorne's *Wonder Book*.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Pronouncing Spelling-Book*, through the Eighth Section. Use *Spelling Exercise Book*.

ARITHMETIC.

Written.—Properties of numbers: Exact divisor, prime number, even number, odd number, cancellation, greatest common divisor. Fractions: denominator, numerator, value, terms, kinds, principles, reduction, addition, subtraction, multiplication, and division. Decimals: Notation and numeration, principles, addition, subtraction, multiplication, and division. Elementary Arithmetic, through Article 151. Exercises on slate and black-board in United States currency.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from the *Intellectual Arithmetic*, through Lesson XIV of Section Fifth.

LANGUAGE.

Sentence, subject, predicate, proposition, clause, and phrase. Parts of speech and their relations. Correcting incorrect expressions. Writing letters, notes of invitation, notes of acceptance, and notes of regret. Reproduction of short and suitable selections from the supplementary reading book. Recitation of prose and poetry suited to the grade. Language Lessons through Lesson VIII, Part II.

WRITING.

Tracing-Book No. 4 and Copy-Book No. 4, Shorter Course. Blank book to contain specimens of a variety of school work.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand drawing—from copies; from dictation; from memory; design. For use of pupils, Drawing-Book No. 5. For use of teachers, Preliminary Manual for Instruction in Drawing-Books, Nos. 1 to 5.

MUSIC.

Review of previous course. National Music Charts, Second Series, Nos. 1 to 20, inclusive. Intermediate Music Reader, pages 1 to 33, inclusive. Such other exercises as may be required by the Director.

NATURAL SCIENCE.

Lessons on the human body—skeleton, head, trunk, limbs, muscles, blood, circulation, lungs, respiration, food, digestion, nervous system, and the senses, with such visible illustration as is practicable; practical suggestions in regard to the preservation of health; taking as a guide First Lessons in Physiology.

GEOGRAPHY.

South America, Europe, Asia, Africa, and Polynesia. A few simple facts concerning the physical geography of the ocean. Outline review of course for the Fourth Year, pages 1 to 52, inclusive, of text-book. Map Drawing. The Grand Divisions, as wholes. Elementary Geography, finished.

Sixth Year.

READING.

Fifth Reader, through Lesson XLIV. Practice throughout the course in reading at sight from Hawthorne's Tanglewood Tales.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Pronouncing Spelling Book*, through the Twelfth Section. Use *Spelling Exercise Book*.

ARITHMETIC.

Written.—United States currency, Canada currency, French currency, English money. Metric system. Business operations. Bills and accounts. Compound numbers. Tables of weights, tables of time, measures of length, measure of surface, measure of volume, angular measure, and longitude; reduction, addition, subtraction, multiplication, and division. Elementary Arithmetic, through Article 223.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from the *Intellectual Arithmetic*, through Lesson VIII of Section Sixth.

LANGUAGE.

Parts of Speech—noun, pronoun, article, and adjective, with their properties and rules of syntax, and parsing applicable to the same; verb and its properties—voice, mood, and tense.

Letter writing continued. Reproduction of short and suitable selections from the supplementary reading book. Recitation of prose and poetry suited to the grade. Language Lessons through Lesson XXXII, Part II.

WRITING.

Copy-Book No. 5, Shorter Course. Blank-book to contain specimens of a variety of school work.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand drawing—from copies; from dictation; from memory; design. Model and Object drawing from copies and solids. For use of pupils, Drawing-Book No. 6. For the use of teachers Teachers' Manual for Free-hand Drawing in Intermediate Schools.

MUSIC.

Review of previous course. National Music Charts, Second Series, Nos. 21 to 30, inclusive. Intermediate Music Reader, pages 34 to 61, inclusive.

NATURAL SCIENCE.

Gravity; specific gravity; floating and sinking of solids; magnetic attraction; electric attraction; lightning; lightning-rods; cohesion; adhesion; capillary attraction; elasticity; elasticity of air; pressure of air; the barometer; inertia; the inclined plane; the lever; the pendulum; communicating vessels; the hydraulic press; breathing; the bellows; the common pump; the forcing pump; and the fire engine; with such visible illustration as is practicable; taking as a guide Hotze's First Lessons in Physics, through Lesson XXII.

GEOGRAPHY.

Divisions of geography; mathematical, physical, and political, and the subjects of which each treats. North America—the United States. Map Drawing—the United States, the States in groups. Complete course in Geography to page 79, omitting Special Geography.

HISTORY.

The Northmen in America. Discoveries. The Indians. Settlements. Intercolonial Wars. The Revolution. Concise School History through Period III.

Seventh Year.

READING.

Fifth Reader finished. Practice throughout the course in reading at sight from De Foe's Robinson Crusoe, or the following selections from Tales from Shakspeare, by Charles and Mary Lamb: The Tempest; The Taming of the Shrew; Macbeth; A Midsummer Night's Dream; The Merchant of Venice; Much Ado About Nothing; Hamlet; Cymbeline; King Lear; All's Well that Ends Well.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Pronouncing Spelling Book*, through the Fourteenth Section. Review Rules for spelling in Eighth Section. Use *Spelling Exercise Book*.

ARITHMETIC.

Written.—Percentage—commission, insurance, profit and loss, taxes, simple interest, (partial payments by Supreme Court rule,) compound interest, discount. Complete Arithmetic through Article 208.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from the *Intellectual Arithmetic* through Lesson III of Section Seventh.

LANGUAGE.

Verb and its properties—conjugation, principal part of the irregular verbs, adverb, preposition; conjunction; interjection; rules of syntax. Exercises in analysis and parsing; false syntax.

Letter-writing continued. Reproduction of short and suitable selections from the supplementary reading book. Recitation of prose and poetry suited to the grade. Language Lessons, finished.

WRITING.

Copy-book No. 6, Shorter Course. Blank-book to contain specimens of a variety of school work.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand drawing—from copies; from dictation; from memory; design. Model and Object drawing from copies and solids. For use of pupils, *Drawing Book No. 7*. For use of teachers, *Teachers' Manual for Free-hand Drawing in Intermediate Schools*.

MUSIC.

Review of previous course. *National Music Charts*, Second Series, finished. *Intermediate Music Reader*, pages 62 to 96, inclusive. Such other exercises as may be required by the Director.

NATURAL SCIENCE.

Sound; evaporation; fog; clouds; rain; snow; hail; dew; frost; heat; conduction of heat; draught; expansion by heat; thermometer; the steam-engine; light; reflection of light; refraction of light; prisms; lenses; color, chemical electricity; and the telegraph—with such visible illustration as is practicable; taking as a guide *Hotze's First Lessons in Physics*.

GEOGRAPHY.

British America; Greenland and Iceland; Mexico; Central America; The West Indies; South America; Europe; Asia; Africa; Australasia; Polynesia. Outline review of the course for the Sixth Year. *Map Drawing*—the Grand Divisions. Complete Course in Geography finished.

HISTORY.

The administration of Washington, John Adams, Jefferson, Madison, Monroe, John Q. Adams, Jackson, Van Buren, Harrison and Tyler, Polk, Taylor and Fillmore, Pierce, Buchanan, Lincoln, Lincoln and Johnson, and Grant. Outline of the Constitution of the United States. Concise School History, through Period V.

Eighth Year.

READING.

Sixth Reader. Practice throughout the course in reading at sight from *Æsop's Fables*, *Irving's Sketch Book*, or *Tom Brown's School Days at Rugby*.

SPELLING.

Suitable words from the reading and other lessons. Words from the *New Pronouncing Spelling Book—Fifteenth Section* including prefixes and suffixes. Use *Spelling Exercise Book*. Word Analysis.

ARITHMETIC.

Written.—Stocks and bonds; exchange; equation of payments; custom house business; ratio; proportion; powers; roots; progressions; mensuration. Review of the entire subject. Good examples, selected from all available sources, to be given. Complete Arithmetic, entire.

Oral.—Suitable exercises to precede and accompany the written work. Exercises from the *Intellectual Arithmetic*.

LANGUAGE.

Common School Grammar. Letter writing continued. Reproduction of short and suitable selections from the supplementary reading book. Recitation of prose and poetry suited to the grade.

WRITING.

Copy-Book No. 7, Shorter Course. Blank-book to contain specimens of a variety of school work.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand—from copies; from dictation; from memory; design. Model and Object drawing from copies and solids. Plain Geometrical drawing. For use of pupils, *Drawing-Book No. 8*. For use of teachers, *Manual*.

MUSIC.

Review of previous course. National Music Charts, Third Series. Intermediate Music Reader, finished. Such other exercises as may be required by the Director.

NATURAL SCIENCE.

Physiology.—Structure and functions of the human body and essentials of hygiene; taking as a guide First Lessons in Physiology.

GEOGRAPHY.

An outline, topical review of the course for the Sixth and Seventh Years and of Map-drawing. This subject is to be taught without the use of text-books by pupils.

HISTORY.

An outline, topical review of the course for the Sixth and Seventh Years. The Constitution of the United States.

ALGEBRA.

Definitions and signs; fundamental operations; formulas, factoring, greatest common divisor, and least common multiple; fractions and equations of the first degree containing only one unknown quantity. Davies' Elementary Algebra, through Article 109.

NOTE.—The Rules provide that two years may be allowed for completing the studies of this Grade, and each class is to be divided accordingly into two sections—First Section and Second Section—the less advanced to be designated the First Section and the more advanced the Second Section. Intellectual Arithmetic and Word Analysis are to be studied by pupils in the First Section only. Algebra by pupils in the Second Section only. Pupils in the First Section are not expected to take up the following topics in Arithmetic: cube root, progressions, mensuration. In Grammar the First Section is expected to keep up practice in parsing; review incidentally the synopsis and conjugation of verbs and other parts of the Grammar pertaining to definition and theory; and to take up parts IV and V, (analysis and false syntax,) the selections for analysis to be short and easy examples of simple, complex, and compound sentences.

Ninth and Tenth Years.

HIGH SCHOOLS.

WRITING.

Copy-Book No. 7, Business Series, in Boys' School, and No. 9, Ladies' Series, in Girls' School, with duplicates for preliminary practice. Blank unruled sheets for copying stanzas of selected poems, to be preserved as specimen work. Time, one hour a week throughout the course.

DRAWING.

Pupils draw on paper and black-board. Teachers, on black-board. Subjects of lessons: Free-hand; from copies, from dictation, from memory; design. Model and Object drawing; plain Geometrical drawing. For use of pupils, Drawing-book, No. 9 first year, No. 10 second year. For use of teachers, Manual.

MUSIC.

Fifth Music Reader. Time, one hour a week throughout the course. Also such occasional exercises with the two schools united as may be arranged by the Director.

MATHEMATICS.

First Year—First Term.

Algebra.—The course of the Eighth Year reviewed. Equations of the first degree involving two or more unknown quantities; formation of powers; radicals of the second degree. Elementary Algebra, through Article 150.

Book-Keeping, (optional).—Single Entry and Double Entry, two sets of accounts each. Common School Book-keeping, Parts I and II.

Second Term.

Algebra.—Quadratic equations; series; logarithms. Elementary Algebra, finished.

Second Year—First Term.

Geometry.—Angles, lines, polygons; relations of polygons; the circle. Exercises in original demonstration. Problems of construction. Elementary Geometry, Books I, II, III, and VI.

Arithmetic.—Review of previous course. Numerous problems and questions selected from published examination papers and other sources to be given. Time, one hour a week.

Second Term.

Geometry.—Planes and their angles; polyhedrons. Exercises in original demonstration. Elementary Geometry, Books IV and V.

Trigonometry.—Trigonometric functions and formulas. Measurement of lines, angles, areas, and inaccessible distances. Field-work in surveying.

Arithmetic.—Continuation of the course for the first term.

ENGLISH.

Declamation or recitation of suitable selections of prose and poetry, with the reading of the best compositions of each class, to form an exercise once a week throughout the course. Time, one hour.

First Year—First Term.

Grammar.—Review of previous course. Additional exercises in analysis of sentences and correcting false or inelegant syntax. Exercises in composition.

Literature.—Origin and growth of the English language; sketch of the leading authors of the old English period; biographies of Chaucer or Spenser; reading and discussion of portions of the Faerie Queene, or one or more of the Canterbury Tales.

Second Term.

Grammar.—Continuation of the course for the first term. Composition continued.

Literature.—Biographies of Bacon, Shakspeare, or Milton; reading and discussion of selected essays from Bacon, one or more of Shakspeare's dramas, or Milton's Lycidas and Hymn on the Nativity.

Second Year—First Term.

Rhetoric and Composition.—Invention; style; preparation of manuscripts. Hill's Elements, Chapters I, II, and III, with the accompanying exercises.

Literature.—Sketches of Dryden, Pope, and Swift; biographies of Addison or Goldsmith; reading and discussion of selections from the Spectator, the Deserted Village, or the Vicar of Wakefield.

Second Term.

Rhetoric and Composition.—Criticism; the special forms of composition. Hill's Elements, Chapters IV and V. Themes and essays.

Literature.—Biographies of Burns, Scott, and Wordsworth; reading and discussion of selections from each. Sketches of leading American authors. Choice extracts from standard authors to be committed to memory.

NATURAL SCIENCE.

First Year—First Term.

Physics.—Preliminary principles; mechanics of solids, liquids, and gases; sound; heat. Peck's Ganot, through Chapter V. Lectures on sound.

Second Term.

Physics.—Optics; magnetism; electricity. Peck's Ganot, finished. Lectures on radiant energy and spectrum analysis.

Botany.—Twenty lectures to be given, one each week, commencing on the first week in January. Scholars to be furnished with Gray's "How Plants Grow," note-books, microscopes, and herbariums. Teachers to give the scholars practice in description of plants, and filling out blanks in accordance with plan laid down in Miss Youman's First and Second Books in Botany.

Topics.—1. Introductory. 2. The Plant. 3. The Leaf. 4. The Leaf. 5. The Stem. 6. The Root. 7. The Flower. 8. The Flower. 9. Inflorescence. 10. The Fruit. 11. The Seed. 12. Principles of Classification. 13. Modifications of Floral Organs. 14. Modifications of Floral Organs. 15. Cruciferae. Leguminosae. Rosaceae. 16. Umbelliferae. Compositae. 17. Labiatae. Cupuliferae. Coniferae. 18. Liliaceae. Gramineae. Cryptogamia. 19. Flowers and Fruits. 20. Weeds.

Second Year—First Term.

Astronomy.—History of Astronomy; celestial measurements; the solar system; the sidereal system; mapping of constellations. Through Steele's 14 Weeks Course.

Second Term.

Physical Geography.—The earth as a whole; the land; the waters; the atmosphere. Guyot, Parts I, II, III, IV.

HISTORY.

First Year—First Term.

History of the ancient Oriental monarchies and of Greece. Swinton's Outlines, Sections I and II.

Second Term.

History of Rome. Swinton's Outlines, Section III.

Second Year—First Term.

History of mediæval times. Swinton's Outlines, Section IV.

Second Term.

History of modern European countries. Swinton's Outlines, Section V.

HIGH SCHOOL OF THE SEVENTH DIVISION.

First Year.

1ST TERM.—*Mathematics*: Algebra, to equations of the second degree.
Language: Composition, Parts I and II.
Natural Science: Physical Geography and Physiology.

2D TERM.—*Mathematics*: Algebra, to the general theory of equations.
Language: Rhetoric.
Natural Science: Physical Geography and Botany.
History: Ancient.

Second Year.

1ST TERM.—*Mathematics*: Geometry, Books I, II, and III.
Language: Rhetoric.
Natural Science: Physics.
History: Mediæval.

2D TERM.—*Mathematics*: Geometry, Books IV, V, and VI.
Language: Rhetoric.
Natural Science: Physics, completed.
History: Modern.

Third Year.

1ST TERM.—*Mathematics*: Geometry, completed; Arithmetic, reviewed to equation of payments.

Language: Rhetoric, English Literature.

Natural Science: Chemistry.

Metaphysics: Mental Philosophy.

2D TERM.—*Mathematics*: Review of Arithmetic, completed.

Language: English Literature.

Natural Science: Chemistry, Astronomy.

Metaphysics: Mental Philosophy.

English Grammar—Analysis and synthesis of sentences, and correcting false syntax; and practical exercises in composition, shall receive due attention throughout the course.

During each term, at stated times, all the pupils shall have exercises in elocution, the form of reading, declamation, or recitation; also, in orthography, penmanship, drawing, vocal music, and composition.

TEXT-BOOKS.

ALGEBRA.

Davies' Elementary and University.

ARITHMETIC.

Davies' Intellectual, and Davies' and Peck's Elementary and Complete.

ASTRONOMY.

Steele's Fourteen Weeks.

BOOK-KEEPING.

Bryant and Stratton's Common School.

CHEMISTRY.

Steele's Fourteen Weeks.

DRAWING.

Smith's Drawing-Books.

ENGLISH LITERATURE.

Shaw's New History of English and American Literature.

GEOGRAPHY.

Swinton's Elementary and Complete Course. Guyot's Physical.

GEOMETRY AND TRIGONOMETRY.

Bradbury's Elementary.

GRAMMAR.

Kerl's Language Lessons and Common School Grammar.

HISTORY.

Campbell's United States.

Swinton's Outlines of the World's History.

METAPHYSICS.

Porter's Elements of Intellectual Science.

MUSIC.

National Music Charts and Readers.

NATURAL SCIENCE.

Peck's Ganot's Physics. Gray's Botany.

PENMANSHIP.

Spencerian Copy-Books.

READING.

Franklin Readers, (Leigh's pronouncing edition of Primer and Second Reader.)

RHETORIC.

Hill's Elements of Rhetoric and Composition.

SPELLING.

Worcester's New Primary and New Pronouncing Spelling-Books.

In the County Schools, Leigh's pronouncing edition of the Franklin Primer and Franklin Second Reader is not required to be used, but the edition of the same in common print may take its place.

REFERENCE BOOKS, &c.

Worcester's Dictionary. Johnson's Cyclopædia. Lippincott's Pronouncing Gazetteer of the World. Lippincott's Pronouncing Biographical Dictionary. Anthon's Classical Dictionary. Davies' University Arithmetic. Kerl's Comprehensive Grammar. Gould Brown's Grammar of English Grammars. The Child's Book of Nature, Part I, Part II, Part III. Hotze's First Lessons in Physics. Hotze's First Lessons in Physiology. Elementary Lessons in English, by Whitney and Knox. Monroe's Vocal and Physical Training. How to Teach. National Music Charts, National Music Teacher, and Teachers' Manual to accompany the Second and Third Series of National Music Charts. Spencerian Key to Practical Penmanship, Theory of Spencerian Penmanship, and Spencerian Charts of Writing. Willson's Charts of Colors, Nos. 13 and 14. Mitchell's Outline Maps. Smith's Manuals for Free-hand Drawing and Designing.

In the County Schools the use of Page's Normal Chart is authorized.

AUTHORIZED TO BE USED FOR READING AT SIGHT.

The Nursery, (a monthly juvenile magazine.) A Wonder-Book, by Hawthorne. Tanglewood Tales, by Hawthorne. Tales from Shakspeare, by Charles and Mary Lamb. Robinson Crusoe, by De Foe. Æsop's Fables. The Sketch Book, by Irving. Tom Brown's School Days at Rugby, by Thomas Hughes.

NORMAL SCHOOL.

52. The following rules and course of study are prescribed for the Normal school :

I. The number of pupils shall be limited to twenty, and shall be selected from the "advanced pupils" in the girls' schools of the District.

II. Each candidate must be not less than seventeen years of age ; and before she is admitted, must pass an examination, to be conducted by the Committee on Normal School and Teachers, equivalent to that upon which teachers' First-Class certificates are issued.

III. An annual examination of candidates shall be held in the month of June ; and the Committee shall issue tickets of admission to those found qualified, not exceeding twenty in number, commencing with the one who stands highest in scholarship, and continuing in the order of their rank.

IV. Each candidate, before she is admitted to the school, shall be required to sign the following pledge : "I, the subscriber, desire to enter the Washington Normal School, for the sole purpose of better preparing myself for the business of teaching ; and I declare it to be my intention to continue in said school until I have completed the prescribed course of study, and then to devote myself to the work of teaching in the Public

Schools of the District for a period of at least two years. In witness whereof I have hereunto subscribed my name."

V. The course of study shall be strictly professional, and be limited to one year, which shall be divided into four terms; and at the close of each term an examination shall be held, under the supervision of the committee in charge of the school.

VI. All text-books, books of reference, maps, charts, apparatus, &c., used by the school, shall be furnished by the Board.

VII. Each graduate shall receive a certificate, on which shall be stated the standing of the recipient in each of the several subjects embraced in the course of study, and this certificate shall be equivalent to a Second-Class Certificate. Graduates from the Normal School, who have taught in the Public Schools of the District not less than one year, and given satisfactory evidence of their ability to govern and instruct a school, shall be entitled to receive diplomas, which shall be equivalent to Third-Class Certificates.

VIII. The studies shall be pursued with special reference to the best methods of teaching, and shall be as follows:

Course of Study in the Normal School—One Year.

FIRST TERM. 10 weeks.	SECOND TERM. 10 weeks.	THIRD TERM. 10 weeks.	FOURTH TERM. 10 weeks.
Reading.	Reading.	Reading.	Reading.
Spelling.	Spelling.	Spelling.	Spelling.
Penmanship.	Penmanship.	Penmanship.	Penmanship.
Drawing.	Drawing.	Drawing.	Drawing.
Vocal Music.	Vocal Music.	Vocal Music.	Vocal Music.
Physical and Vocal Culture.	Physical and Vocal Culture.	Physical and Vocal Culture.	Physical and Vocal Culture.
Practice in Teaching.	Practice in Teaching.	Practice in Teaching.	Practice in Teaching.
Phonetics.	Psychology and Didactics.	Psychology and Didactics.	History.
Botany.	Zoölogy.	Physics.	Botany.
Theory and Art of Teaching.	English Gramm'r and Composition.	English Literat're and Composition.	English Literat're and Composition.
Object Lessons.	Map-Drawing and Geography.	Map-Drawing and Geography.	Map-Drawing and Geography.
Mental Arithmetic.	Practical Arithmetic.	Practical Arithmetic.	Practical Arithmetic.

TRAINING SCHOOL.

53. I. The Committee on Teachers shall designate one or more of the Public Schools of the District as a Training School, wherein the pupil-teachers of the Normal School may learn, by observation and practice, methods of governing and instructing children.

II. The Training School shall be detached from the "practical supervision" of the Sub-Board of the Division in which it may be located, and shall be taken charge of by the Committee on Teachers.

III. The principal teacher of the Normal School shall be the Principal of the Training School, and the teacher immediately in charge shall rank as an assistant teacher in the Normal School, and shall receive the salary of the Fifth Grade.

GENERAL SUGGESTIONS

TOUCHING THE COURSE OF STUDY FOR THE FIRST EIGHT GRADES.

A course of study for Public Schools should be a growth, and each succeeding year should find it more nearly meeting the educational wants of the community. It must receive at least slight modifications from year to year to adapt it to the average results attained, as well as to give opportunity for eliminating parts not approved by experience and for supplying deficiencies. At best, it cannot be a fixed, inflexible standard for all, but will represent only the fair average labor of the classes.

If a class is not thoroughly performing the work, or is doing more than is required in the allotted time, either is sufficient cause for an investigation on the part of the teacher into the reasons therefor. Teachers in the same grade should interchange visits and make frequent comparisons of methods and results. Neither classes nor teachers are of uniform capacity, and it is well for each teacher to be acquainted with the classes and work of others, especially of those who are most successful.

It is desirable to give to each teacher only one class of pupils, all being of the same grade, and this will be done whenever it is practicable. In case a teacher is put in charge of two or more classes, of different grades, each class must aim to do the work prescribed for its grade.

READING.

The object in view in teaching reading should be to prepare pupils to read with profit and pleasure first, to themselves, and, second, to others. To secure either result, it is essential that they should know thoroughly the words read and the ideas represented by them.

When a lesson from the Reader is assigned, it should be explained by the teacher, so that it can be clearly understood by the pupils. All words likely to be mispronounced or misunderstood should be pointed out and the pupils required to pronounce correctly, spell, and define them and give sentences illustrating their use. When the lesson is read, they should be required to explain it and give in their own language its general ideas.

Good vocal expression can be obtained only with correct position of the body and proper use of the vocal organs. To assist in securing these, Monroe's Vocal and Physical Training is furnished as an intelligent and safe guide. Teachers are expected to make themselves familiar with its teachings and put them in daily practice.

A thorough analysis of the ideas or the thoughts and feelings to be read is a pre-requisite to success in teaching reading. Prof. Bailey's treatise on this subject, in the Fifth Reader, should be carefully studied.

The text books assigned to the various grades do not necessarily indicate the *amount* to be read or the *order* in which the selections should be taken up. It would be a mistake, however, to confine the reading of a year to a few pieces to be artistically delivered. The increase of the pupil's knowledge of the language and its vocabulary should not be lost sight of. Classes differ in capacity, and *exact* limits of the amount to be read in a given time cannot be fixed in a course of study, but something must be left to the intelligent judgment of the teacher. In selecting the lessons to be read, it is better to take the easier and more interesting first, and then, again, variety will greatly aid in keeping the pupils interested.

The supplementary books to be read at sight are second in importance only to the text-books. They should be used at least for one exercise each week. This part of the reading will show the practical results of the efforts of teacher and pupil. Preliminary and thorough preparation for each lesson should be made by, 1st, teaching the pronunciation of all proper names and other words requiring it; 2d, by teaching the definition of all words requiring it; 3d, by giving such explanations of names of places, dates of events, terms used, and illustrative allusions as may be required, in order that there may be no interruptions for these purposes during the progress of the reading. The reading must be very slow and distinct, so that every pupil in the room may hear and understand it, otherwise the reading should not be regarded as satisfactory.

SPELLING.

In oral spelling the pupil should be required to pronounce each word correctly both before and after naming its letters, and to divide it into syllables by making a short distinct pause between them. It is better not to pronounce the syllables separately.

Most of the spelling above the Third Grade will be written, but in these an oral exercise occasionally may be made useful.

The Spelling Exercise Books should be kept neat, and the writing in them should be the best work that pupils are capable of doing under the circumstances. All the blanks on the covers, for names, ages, dates, number of words, &c., should be filled up, and all books when finished, should be preserved for inspection until the end of the year.

Spelling can be learned quite as much from the written exercises in other branches as from the formal lessons on this subject. All errors of spelling in the written exercises connected with the other various branches should be brought to the notice of pupils for correction, in such a manner, if possible, as to prevent their repetition.

ARITHMETIC.

Practical utility and mental discipline are happily united in the study of arithmetic. If pursued aright it leads pupils into exact and logical modes of thought on all subjects, while it prepares them to deal with the many business problems of life to which numbers are applicable. Skill in this important study comes from long and frequent practice only.

Accuracy and rapidity are the two prominent points to be secured, and should be striven for in the order in which they have been named.

The idea of number should be carefully developed, at first, one step at a time, by the use of objects. Practice in the four fundamental rules to the extent ordinarily found in the tables given in the first text-books used should follow, and be continued until the mention of two numbers at once suggests to pupils the result of adding, subtracting, multiplying, or dividing. Teachers should not be satisfied with this part of their work so long as pupils are obliged to use their fingers as counters, repeat mentally the tables from the beginning up to the place where the answer is found, or hesitate in giving answers. The required quickness of response can be gained only by many, varied, and lively exercises in which but one operation is involved in each question.

In higher grades oral or mental arithmetic should, as far as practicable, be closely related and auxiliary to the written work, preceding and accompanying it. Forms of analysis should embrace every part of the work, but these should always be brief, not containing a single word more than clearness and precision of statement require. In selecting or making questions care should be taken that the numbers employed are not so large as to burden and weary the mind, and that the language used is not too difficult of comprehension. In these grades, also, objects should be used as far as possible in explaining and illustrating all new rules.

In written arithmetic, especially in the lower grades, and in the earlier practice under all of the rules, it is better to take many simple examples illustrating the principles under consideration than a few more difficult ones. It is continued rather than difficult practice that fixes the principles in the minds of pupils. Generally short methods are preferable to long ones, and those most used in business affairs should be especially cultivated. When a pupil can intelligently state or explain an operation a failure to repeat the formal words of a rule, never should be considered a demerit. Care should be taken throughout the course that all written work, whether on black-board, slate, or paper, be well executed, orderly and business-like in arrangement, and neat in appearance.

LANGUAGE.

This subject begins with the course of study and continues through it. It aims to qualify pupils to speak and write the English language correctly. This can be done only by daily and abundant practice. Teachers should never forget that their own expressions furnish a constant example of the highest authority to their pupils.

In the lowest grade the work is commenced by teaching the correct pronouncing of words and the making of phrases and short, simple sentences. It will necessarily progress slowly, and for a short time will be altogether oral. The use of a capital at the beginning of every sentence, and of a period at the end of every sentence that tells something, and of a question mark at the end of every sentence that asks a question, should be taught and practiced as soon as writing is commenced. The other uses of capitals and marks of punctuation should be taught by their practical

application. Pictures, plants, animals, and a variety of other objects will furnish to the skillful teacher abundant material for these lessons. Great results must not be expected immediately. Progress will be slow, especially in the early stages.

Letter-writing should be commenced early and kept up to the end of the course. The proper forms of invitations, acceptances, regrets, notes, receipts, advertisements, &c., should be taught practically. Reproduction from memory of scenes, descriptions, and incidents with which pupils have been made familiar by the supplementary and other reading-lessons, can be made a most valuable aid in language culture. Not the memorizing of the exact language so that it can be reproduced, but the use of words after their meaning has been thoroughly mastered, and especially the reproduction of the thoughts contained in these reading-lessons should be encouraged. Long compositions, as a rule, even in the higher grades, should be discouraged. Short exercises, prepared with care, will be far more profitable to the pupil and make the work of the teacher in reading and marking errors less laborious. Two pages of letter paper, even in the higher grades, and one page in the lower, will ordinarily give the maximum space which should be allowed to one exercise. Proper limits can be secured by a skillful assignment and preliminary oral discussion of the subject. All the mistakes made by pupils should be brought to their attention in such a way as to enable them to make the required corrections intelligently and avoid similar errors in future. In the higher grades especially, the errors should only be indicated by the teacher, and in all grades the corrections should be made by the pupils themselves.

So long as pupils regard this part of their work as a disagreeable task there will be no satisfactory progress; it can be made the most interesting and pleasing part of the whole course of study, and then no subject will be more profitable to the pupil or creditable to the teacher.

WRITING.

This subject has always been ranked as one of the three studies indispensable in elementary education. Formerly it was learned almost entirely by imitation of copies at first written by the teacher, and afterwards engraved. Still later came systems of writing presented in engraved copy-books, with definite and symmetrical forms of letters, capital and small, which could be analyzed into a few simple elements. These books were arranged in a rational order of progression, and accompanied by charts illustrating the forms of the letters on an enlarged scale, proper positions to be taken in writing, and the mode of holding the pen, and by a manual of useful instructions and suggestions. With these later aids, and intelligent and skilful teaching, good writing in any school becomes a mathematical certainty. The advice sometimes given relative to the importance of encouraging and preserving the *individuality* of the handwriting of pupils is entirely unnecessary. If the term in this application means absence of symmetry, grace, and legibility, as it generally does, then let *individuality* disappear from the handwriting of pupils as

soon as possible. Teachers will always find that in no other study will good work be more highly appreciated by parents and others most interested in the education of the pupils.

The course begins in the First Grade on slates, and is continued in the Second Grade in copy-books with lead pencils, and subsequently with pen and ink. From the start, correct position, holding of the pen and movements must receive attention, and inflexibly be insisted on throughout the course. Left-handed pupils should be required to hold the pen in the right hand. The analysis of letters should be thoroughly taught, so that pupils may be able to state it without hesitation, not in the set form of words used in the Manual, but in their own language. Pupils will be able to represent on the black-board or paper only those forms that are impressed on their minds, and if the impression is imperfect or obscure, so will the representation be. Answers to frequent well-directed questions, touching single points of analysis, will be much more effective than recitals of the forms of a complete analysis.

In the lower grades a tracing book and a copy-book are required for each pupil, and these are to be taken together—one for preliminary practice and the other for the best work after practice. There is great advantage in this mode of using the two books. The interest and ambition of pupils need not be dampened by bad work, which is quite frequently incident to the earlier stages of practice. A suitable blank-book is also to be used by each pupil in all the grades from the third up, and is to contain specimens of a variety of school work. It will thus become much more than a specimen book of penmanship. Pupils should be instructed and encouraged to fill up this book, so that it will be well worthy of exhibition and preservation as a souvenir of school days.

MUSIC.

The essential principles to be observed in the course of instruction in Music are the following :

1. As in language, so in singing, the means of instruction are, three-fold, viz : Instruction, example, and practice. Instruction, to render the subject intelligible ; example, for a pattern as to style of singing ; practice, to secure facility in singing and reading music.

2. Instruction should commence in the lowest grade. Little children should not be permitted to sing at hap-hazard, but always under instruction, and after a pattern by the teacher. Never allow "exercise songs," *i. e.*, certain unmeaning motions of the body while singing, nor singing while marching.

3. Instruction in singing should be given as follows : In schools of the First, Second, and Third Grades, two lessons, each of ten minutes, each day ; in schools of the Fourth, Fifth, and Sixth Grades, one lesson of fifteen minutes each day ; in schools above the Sixth Grade, two lessons, each of forty-five minutes, each week.

4. Instruction in singing in the First, Second, Third, Fourth, Fifth, and Sixth Grades should be given by the regular teachers, under the direction of a professional music teacher ; in schools above the Sixth Grade by a

professional music teacher, assisted by the regular teachers, who should always be present giving attention and aid during the lessons.

NATURAL SCIENCE.

This part of the course is entirely oral in all the grades, and its object is to give to pupils some knowledge of a few elementary facts and principles in botany, zoology, physiology, and physics, knowledge which cannot fail to be very useful to them whatever may be their future vocations. This is to be acquired in a way that will tend to form habits of observing, investigating, and comparing intelligently. In order to meet with any considerable degree of success, teachers must thoroughly prepare each lesson, as its value will depend almost entirely upon their ingenuity and skill in instructing by means of objects, the representations of them by pictures and drawings, and experimental practice. "The knowledge of things should always keep ahead of the knowledge of terms." The materials for this work are simple, inexpensive, and within the reach of every teacher. Pupils should be encouraged to assist in procuring and preparing the materials, and in examining and experimenting for themselves. There are many excellent books written expressly to aid teachers in this kind of work, which should be freely consulted, although only one has been named as a guide in each grade.

Some of the subjects prescribed in lower grades are repeated in higher ones, but the treatment in each case will be adapted to the age and capacity of the pupils.

GEOGRAPHY.

This study is commenced in the Second Grade and is taught orally the first two years. It begins with the geography of our own city, the map of which is fortunately well adapted to this purpose. The principal and intermediate points of the compass are to be fixed in mind by repeated reference first to the sides and corners of the school-room, and afterwards to prominent buildings, public reservations, and other objects of interest. Ideas of latitude and the equator and parallels may be developed by means of the lettered streets, and of longitude and the meridians by the numbered streets. The natural features of the city and its vicinity, as shown on the map, furnish material for teaching and illustrating the meaning of the terms hill, mountain, volcano, valley, plain, brook, river, banks, mouth, source, cape, promontory, island, peninsula, village, city, &c. The method of representing these by means of maps can be taught on black-boards and slates. Geography and history should always go hand in hand through a course of study, and in this grade the pupils should be made familiar, by visits and interesting conversations, with the prominent objects of interest in which our capital city abounds—public buildings, parks, botanical gardens, museums, fountains, statues, &c., &c., and their historical associations.

The Third Grade introduces the use of globes, by which may be developed ideas of the form and motions of the earth, its division into hemispheres, zones, and variety of climate and vegetation. The axis, poles,

equator, tropics, polar circles, parallels, meridians, and prominent natural divisions of land and water should be taught by means of the globe and, as far as may be practicable, a tray of moulders' sand, and map-drawing. Following this are general lessons from maps of the hemispheres and the United States. Of our own country, the prominent physical features, the climate, chief productions, and industries, the capital and a few of the more prominent cities, and the names and situations of the States and their capitals, should receive attention.

In the Fourth Grade, text-books are placed in the hands of pupils. The topical method of instruction and study, accompanied by map-drawing, should be followed invariably. In teaching map-drawing the purpose should be to enable pupils to draw from memory, with reasonable accuracy and rapidity, the maps they have studied, without any attempt at elaborate finish. Time spent in the latter, especially in fine shading of coast-lines, is well nigh wasted. Besides text-books, books in which the discussions of the subjects take a wider range, books of travel, and other sources of information, should be freely consulted and made to contribute to the interest and knowledge of pupils.

HISTORY.

History should not be taught as if it were a compendium of isolated acts and events without cause, sequence, or inter-relation, as if the only important events were sieges, battles, and other violent commotions, and the only great men who have influenced its course were military and naval heroes. National life is subject to law, and can be studied with profit only from that point of view. Events have their antecedent causes, and, in turn, themselves are causes, thus becoming links in a great chain. Facts pertaining to the social and industrial life of communities have great influence in determining events of history, and are, therefore, of prime importance in its study. Our own history is the outgrowth of an antecedent European history, and hence it is important that the teacher should be able to give the pupils a clear idea of the condition of Spain, France, and England, and the relation in which they stood to each other in the period of discoveries and settlements. In short, the knowledge of the entire subject possessed by the teacher must be made comprehensive and thorough, far beyond what can be obtained in the ordinary text-books, before it can be successfully taught.

Geography is the handmaid of History, and the latter should be studied with constant reference to maps of the regions in which the events occurred, and pupils should be instructed to draw from memory these maps on paper and black-board.

The dates of such noted events as have become landmarks should be remembered, but the memorizing of others, beyond their order of succession, and the memorizing of the words of the text-book should be discouraged.

At the commencement it would be well for the teachers to write out and furnish to the pupils a *preliminary outline sketch* of the year's work, which should be copied by them and carefully fixed in mind, to be fre-

quently reverted to as they progress. This outline should be brief, clear, and concise statements, arranged in logical order, of prominent facts and events.

Lessons should always be assigned by topics, and never by pages. Recitations should be conducted also by topics, and both teacher and pupils should enliven these by relating illustrative incidents learned from sources other than the text-books.

Reviews of the portion taught, with constant reference to the preliminary outline sketch, are very important, and should be made a monthly exercise. These may profitably take three forms—chronological, or the method followed in text-books; biographical, or the statement of all that has been learned in regard to particular individuals; geographical, or the statement of all important facts relating to the history of a locality.

STUDY AND RECITATION.

All school work in the lower grades, and most of it in the higher grades, should be done in the school-room. So important is this considered that the Board has formulated its opinion in Rule 37, which provides time for study during school sessions by requiring all teachers to divide their classes, when all the pupils are of one grade, into two sections, and to have one section studying while the other is reciting, as far as may be practicable.

Enforced study will accomplish but little; voluntary, cheerful, and enthusiastic work is needed, and the teacher who is not able to secure this will not be successful either in government or instruction. There is no duty more important or requiring more skill than that of teaching pupils how to study.

Manner in recitation should never be neglected. Each pupil should take and keep a correct and graceful position, give undivided attention, and speak in a pleasant, distinct tone loud enough to be heard by the teacher and all the members of the class reciting. Grace of carriage and command of the vocal organs should be cultivated by regular and systematic practice in the exercises given in Monroe's Vocal and Physical Training.

Most recitations should consist of three parts—first, review of previous lesson; second, subject of the day; and, third, explanation of the lesson to follow. The proportion of time given to each of the parts will vary with circumstances.

Intelligent understanding rather than tenacious memorizing should always be encouraged in recitations. Monotony and dull routine can be avoided by variety in the manner of conducting them. Be chary of fault-finding and liberal in praising all honest efforts. Kindness and encouragement are more potent, by far, than severity and censure. A school can never have the best success in studies without the most cordial good feeling between teacher and pupils.

SALARIES OF TEACHERS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA.

(Blank spaces under any of the years after the first indicate *no increase of salary*.)

Grade.	First year.	Second year.	Third year.	Fourth year.	Fifth year.
First and Second Grades..... { Half-day schools.....	\$400	\$425	\$450	\$475	\$500
{ Whole-day schools.....	500	550	600		
Third Grade	550	600	650		
Fourth Grade..... { Male Teachers.....	650	700	750		
{ Female Teachers.....	600	650	700		
Fifth Grade..... { Male Teachers.....	700	750	800		
{ Female Teachers.....	650	700	750		
Sixth Grade..... { Male Teachers.....	750	800	850		
{ Female Teachers.....	700	750	800		
Seventh Grade..... { Male Teachers.....	800	850	900		
{ Female Teachers.....	750	800	850		
Eighth Grade, Boys' Schools { Supervising Principal.....	1,550	1,600	1,650		
{ Assistant.....	1,000				
Eighth Grade, Girls' Schools { Principal.....	900	950	1,000		
{ Sub-Assistant.....	250				
Eighth Grade, Seventh Division, Boys' and Girls' Schools, Principal.....	900				
Boy's High School..... { Principal.....	1,300				
{ Assistant.....	800	850	900		
Girl's High School..... { Principal.....	1,200				
{ Assistant.....	750	800	850		
Principals in the..... { Sumner Building.....	1,000				
{ Stevens Building.....	1,000				
{ John F. Cook Building....	1,000				
{ Lincoln Building.....	1,000				
{ Randall Building.....	1,000				
{ Chamberlain Building....	900				
{ Liberty Hall Building....	900				
{ Lovejoy Building.....	900				
{ Anthony Bowen Building..	900				
Seventh Division High School { Principal.....	1,350				
{ First Assistant.....	950				
{ Second Assistant.....	900				
Principal of the Washington Normal School.....	1,350				
Assistant.....	650	700	750		
Musie..... { Male Teachers.....	800				
{ Female Teachers.....	600				
Drawing..... { Principal Teacher.....	700				
{ Assistant Teacher.....	650				
{ In 7th Division Schools....	1,100				
Superintendent White Schools, Washington and George- town, and The County Schools.....	2,700				
Clerk.....	700	750	800		
Superintendent Colored Schools, Washington and Georgetown.....	2,250				
Clerk.....	650	700	750		
Secretary Board of Trustees.....	150				
Clerk Committee on Accounts.....	300				

EXCEPTIONS: *Ordered*, That the salary of the Assistant in the First Division, Eighth Grade, girls' school, shall be \$650, and no Sub-Assistant allowed; that the salary of Mr. Joseph H. Daniel, Director of Vocal Music, shall be \$960; that the salary of Miss Alice E. Johnson, Assistant Teacher of Vocal Music, shall be \$500; that the salary of Miss R. E. Coakley, Clerk to the Superintendent of the Seventh Division Schools, shall be \$800.

DIRECTIONS.

1st. Credit shall be given to teachers for continuous service heretofore in corresponding grades in the Public Schools of the District, but the service of teachers when interrupted by a resignation, dismissal, or failure to be re-elected shall not be credited in fixing the salary for subsequent service.

2d. In promotion of teachers from one grade to another the salary shall not be decreased, but the salary for the *third* year in any grade shall not be given to teachers until they have taught two years in the grade.

3d. In schools of mixed grades, the highest grade shall govern or determine the salary, whenever in City Schools the number of pupils in such highest grade is equal to one-third of the whole number of pupils attending the school, and not less than eighteen; and in The County Schools, whenever the number of pupils in such highest grade is equal to one-sixth of the whole number of pupils attending the school, and not less than six; but in no case shall the salary of male teachers be based upon a grade lower than the Fourth.

4th. Half-day schools are permitted in the First and Second Grades, and a salary for teachers in such schools is provided for in the schedule; but teachers who may be assigned to two half-day schools shall receive the same salary as is provided for teachers of whole-day schools of like grade.

5th. Male teachers may be employed in boys' schools of the Seventh Grade in the City and in schools of mixed Grades in the County, if deemed expedient by the Board; but in every such case, before such appointment shall be authorized, a written report, giving the reasons therefor, shall be submitted to the Board by the Committee on Teachers.

6th. The word "Grade," as used in the schedule, signifies one year's work of pupils according to the course of study prescribed for the Public Schools of the District of Columbia, and the words "First Grade" signify the lowest, or beginner's grade.

Pupils must have satisfactorily completed the course of study in the First Grade, and must have passed an acceptable examination therein before being promoted to the Second Grade; and so on, through all the grades.

7th. Increase of teachers' salaries shall take effect only at the beginning of a school year, and then the service, if not less than a half year, shall be credited as a year, and if less than a half year, shall be disregarded.

BLANK FORMS PRESCRIBED BY THE BOARD OF TRUSTEES.

- No. 1. Monthly Report of the Teacher, to be sent to the Supervising Principal.
2. Abstract of Monthly Reports, to be made up by the Supervising Principal and sent to the Superintendent.
3. Summary of Monthly Reports, in Record Book.
4. Monthly Report of Special Teachers, to be sent to the Superintendent.—“M” for Music; “D” for Drawing.
5. Rules of the Schools.
6. Notice to be sent by the Teacher to parents of pupils who have been absent two half days in a month.
7. Notice to be sent by the Teacher to the Supervising Principal when pupils have forfeited their seats.
8. Notice to be sent by the Teacher to the Supervising Principal when pupils have been suspended.
9. Notice to be sent by the Teacher to parents or guardians of pupils whose seats have been forfeited.
10. Notice to be sent by the Teacher to parents or guardians of pupils suspended.
11. Certificate of Merit.
12. Monthly Report of Attendance, Deportment, and Scholarship, to be sent to parents by Teachers: “First and Second Grades.”
13. Ditto: “Third and Fourth Grades.”
14. Ditto: “Fifth, Sixth, and Seventh Grades.”
15. Ditto: “Eighth Grade.”
16. Certificate to be given to persons who have passed an examination for Teachers’ positions: “T” for Temporary; “D” for Drawing; “N. S.” for Normal School.
17. Certificate to be given to pupils who have passed an examination for admission to the Advanced Grammar Schools.
18. Application for school-books from parents in indigent circumstances.
19. Classification of pupils—Close of the Year.
20. Ticket of admission for pupils, to be sent to Teachers by the Supervising Principal.
21. Ticket of transfer from one school to another, to be signed by the Teacher and approved by the Supervising Principal or Superintendent. (Two sizes.)
22. Requisition, (for stationery, books, and other supplies,) to be signed by the Teacher and sent to the Supervising Principal.
23. Monthly Report of the Superintendent.
24. Report of Oral Examinations made by the Superintendent and Supervising Principals: “First Grade,” “Second Grade,” “Third Grade,” “Fourth Grade.”
25. Annual Report to be made by the Teacher.
26. Report of the Annual Examination in Spelling.
27. Censure Card, to be given by the Teacher to any pupil who has received five demerit marks for conduct in any week.
28. Notice from Secretary to Teachers, informing them of their appointment.
29. Pay-roll of Teachers.
30. Pay-roll of Employees.
31. Certificate of Teachers’ Monthly Salaries, to be filled out and signed by the Supervising Principal and sent to the Superintendent.
32. Certificate of Employees’ Monthly Salaries, to be filled out, &c., as No. 31.
33. Report of Annual Written Examinations.
34. Blank Bill.

TRUSTEES OF PUBLIC SCHOOLS.

July 1, 1879, to June 30, 1880.

Name.	First ap- pointment.	Last ap- pointment.	Remarks.
Mr. Edward Baldwin.....	Nov., 1876	July, 1878	Term expired June, 1880.
Mr. John H. Brooks.....	Aug., 1874	July, 1878	
Dr. Arthur Christie.....	Mar., 1879	Mar., 1879	
Mr. William W. Curtis.....	Jan., 1870	July, 1880	Term expired June, 1880.—Reap- pointed.
Mr. Madison Davis.....	July, 1878	July, 1878	Resigned July, 1879.
Rev. Alexander Fairley.....	July, 1878	July, 1878	
Mr. M. M. Holland.....	June, 1877	July, 1878	Term expired July, 1879.
Mr. Henry Johnson.....	July, 1871	June, 1879	Term expired July, 1879.
Mr. T. A. Lambert.....	July, 1878	July, 1878	
Mr. Benjamin F. Lloyd.....	Jan., 1871	July, 1878	
Mr. Benjamin G. Lovejoy...	July, 1878	July, 1878	
Mr. Charles M. Matthews...	Feb., 1866	July, 1878	
Mr. D. W. Middleton, jr.....	July, 1878	July, 1878	
Mr. J. B. Nourse.....	July, 1878	July, 1878	
Mr. Alfred Pope.....	April, 1873	July, 1880	Term expired June, 1880.—Reap- pointed.
Mr. William J. Rhees.....	June, 1862	Aug., 1878	Resigned August, 1879.
Dr. George C. Samson.....	Sept., 1878	Sept., 1878	
Mr. William H. Smith.....	July, 1878	July, 1880	Term expired June, 1880.—Reap- pointed.
Mr. George White.....	Nov., 1876	July, 1878	Term expired June, 1880.
Mr. Chapin Brown.....	Aug., 1879	July, 1880	Appointed, vice Mr. William J. Rhees, resigned.—Term expired June, 1880.—Reappointed.
Mr. Edward Temple.....	July, 1880	July, 1880	Appointed, vice Mr. Edward Bald- win, term expired.
Mr. Joseph L. Pearson.....	July, 1880	July, 1880	Appointed, vice Mr. George White, term expired.

BOARD OF TRUSTEES OF PUBLIC SCHOOLS,

DISTRICT OF COLUMBIA,

1880-'81.

FIRST CLASS—Term expires June 30, 1881.

Rev. ALEXANDER FAIRLEY,
Mr. TALLMADGE A. LAMBERT,
Mr. BENJAMIN G. LOVEJOY,
Mr. CHARLES M. MATTHEWS,
Mr. D. W. MIDDLETON, Jr.,
Mr. JAMES B. NOURSE.

SECOND CLASS—Term expires June 30, 1882.

Mr. JOHN H. BROOKS,
Dr. ARTHUR CHRISTIE,
Mr. BENJAMIN F. LLOYD,
Dr. GEORGE C. SAMSON,
Mr. THOMAS SOMERVILLE,
Mr. JOHN F. N. WILKINSON,
Mr. WILLIAM H. A. WORMLEY.

THIRD CLASS—Term expires June 30, 1883.

Mr. CHAPIN BROWN,
Mr. WILLIAM W. CURTIS,
Mr. JOSEPH L. PEARSON.
Mr. ALFRED POPE,
Mr. WILLIAM H. SMITH,
Mr. EDWARD TEMPLE,

STANDING COMMITTEES OF THE BOARD.

Rules.

Messrs. MATTHEWS,
FAIRLEY,
LOVEJOY,
SMITH.

Ways and Means.

Messrs. LLOYD,
SMITH,
TEMPLE.

Buildings and Repairs.

Messrs. SOMERVILLE,
SAMSON,
CURTIS,
BROOKS,
BROWN,
TEMPLE,
PEARSON.

Supplies and Accounts.

Messrs. MIDDLETON,
TEMPLE,
PEARSON,
WORMLEY,
CURTIS,
SAMSON,
BROOKS.

Janitors.

Messrs. WILKINSON,
NOURSE,
PEARSON.

Text-Books and Course of Study.

Messrs. LAMBERT,
LOVEJOY,
BROWN.

Teachers.

Messrs. LOVEJOY,
CHRISTIE,
CURTIS,
LAMBERT,
LLOYD,
MIDDLETON,
BROOKS.

Examinations.

Messrs. CHRISTIE,
FAIRLEY,
POPE.

Scholarships and Prizes.

Messrs. FAIRLEY,
WORMLEY,
PEARSON.

Music.

Messrs. MIDDLETON,
LLOYD,
SMITH.

Drawing and Penmanship.

Messrs. SAMSON,
POPE,
CHRISTIE.

Annual Report.

Messrs. LAMBERT,
NOURSE,
WILKINSON.

Printing.

Messrs. BROOKS,
PEARSON,
POPE.

Library.

Messrs. CURTIS,
MIDDLETON,
LAMBERT.

OFFICERS AND SUB-BOARDS.

President.

Names.	Residences.	Places of Business.
CHARLES M. MATTHEWS.....	140 Washington st., George'tn.	55 Congress street, Georget'n.

Secretary of the Board.

JOHN H. BROOKS.....	927 Eighteenth street n. w.....	Navy Department.
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Superintendent of Schools in the First Six Divisions.

J. ORMOND WILSON.....	1439 Mass. avenue n. w.	Franklin Building.
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Superintendent of Schools in the Seventh Division.

GEORGE F. T. COOK.....	1537 K street n. w.....	Sumner Building.
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Sub-Board, First Division.

BENJAMIN G. LOVEJOY.....	902 Twelfth street n. w.	325 Four-and-a-half st. n. w.
GEORGE C. SAMSON.....	2419 Penna. avenue n. w.....	2419 Penna. avenue n. w.

Sub-Board, Second Division.

TALLMADGE A. LAMBERT.....	911 M street n. w.....	410 Fifth street n. w.
EDWARD TEMPLE.....	905 K street n. w.....	Bank of Washington.

Sub-Board, Third Division.

WILLIAM C. DODGE.....	116 B street n. e.....	700 Ninth street n. w.
D. W. MIDDLETON, Jr.....	214 New Jersey avenue s. e....	1427 F street n. w.

Sub-Board, Fourth Division.

BENJAMIN F. LLOYD.....	315 Thirteenth street s. w.....	Seventh street, near D, n. w.
JOSEPH L. PEARSON	493 Maryland avenue s. w.....	Corner 9th and D streets n.w.

Sub-Board, Fifth Division.

W. W. CURTIS.....	56 Market street, Georgetown.	700 Ninth street n. w.
CHARLES M. MATTHEWS.....	140 Washington street, " "	55 Congress street, Georget'n.

Sub-Board, Sixth Division.

ARTHUR CHRISTIE.....	Uniontown.....	Uniontown.
ALEXANDER FAIRLEY.....	Benning.....	Benning.
WILLIAM H. A. WORMLEY.....	Pierce Mill road, near Tennallytown.	1500 H street n. w.
JAMES B. NOURSE.....	Georgetown and Rockville Turnpike, near Tennallyt'n.	Georgetown.
CHAPIN BROWN.....	Mount Pleasant.....	470 Louisiana avenue.

Sub-Board, Seventh Division.

JOHN H. BROOKS.....	927 Eighteenth street, n. w....	Navy Department.
JOHN F. N. WILKINSON	901 E street s. w.....	Library of Congress, U. S.
ALFRED POPE.....	Cor. Greene and Beall streets, Georgetown	On Greene street, near Beall, Georgetown.
WILLIAM H. SMITH.....	816 Fourth street n. w.....	Library, U. S. H. R.

SCHOOL CALENDAR, 1880-'81.

	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	No. school days.		Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	No. school days.
JULY...	.....	.....	.....	.....	1	2	3		JAN...	.....	.....	.....	.....	.....	.....	1	
	4	5	6	7	8	9	10			2	3	4	5	6	7	8	
	11	12	13	14	15	16	17			9	10	11	12	13	14	15	
	18	19	20	21	22	23	24			16	17	18	19	20	21	22	
	25	26	27	28	29	30	31			23	24	25	26	27	28	29	
AUG...	1	2	3	4	5	6	7			30	31	.....	.....	.....	.....	.....	21
	8	9	10	11	12	13	14		FEB...	.....	.....	1	2	3	4	5	
	15	16	17	18	19	20	21			6	7	8	9	10	11	12	
	22	23	24	25	26	27	28			13	14	15	16	17	18	19	
	29	30	31	.....	.....	.....	.....			20	21	22	23	24	25	26	
SEPT...	.....	.....	.....	1	2	3	4			27	28	.....	.....	.....	.....	.....	19
	5	6	7	8	9	10	11		MAR...	.....	.....	1	2	3	4	5	
	12	13	14	15	16	17	18			6	7	8	9	10	11	12	
	19	20	21	22	23	24	25			13	14	15	16	17	18	19	
	26	27	28	29	30	.....	.....	19		20	21	22	23	24	25	26	
OCT...	.....	.....	.....	.....	.....	1	2			27	28	29	30	31	.....	.....	23
	3	4	5	6	7	8	9		APR...	.....	.....	.....	.....	.....	1	2	
	10	11	12	13	14	15	16			3	4	5	6	7	8	9	
	17	18	19	20	21	22	23			10	11	12	13	14	15	16	
	24	25	26	27	28	29	30			17	18	19	20	21	22	23	
	31	.....	.....	.....	.....	.....	.....	21		24	25	26	27	28	29	30	21
NOV...	.....	1	2	3	4	5	6		MAY...	1	2	3	4	5	6	7	
	7	8	9	10	11	12	13			8	9	10	11	12	13	14	
	14	15	16	17	18	19	20			15	16	17	18	19	20	21	
	21	22	23	24	25	26	27			22	23	24	25	26	27	28	
	28	29	30	.....	.....	.....	.....	20		29	30	31	.....	.....	.....	.....	22
DEC...	.....	.....	.....	1	2	3	4		JUNE...	.....	.....	.....	1	2	3	4	
	5	6	7	8	9	10	11			5	6	7	8	9	10	11	
	12	13	14	15	16	17	18			12	13	14	15	16	17	18	
	19	20	21	22	23	24	25			19	20	21	22	23	24	25	
	26	27	28	29	30	31	.....	17		26	27	28	29	30	.....	.....	16

TOTAL NUMBER OF SCHOOL DAYS, 199.

Regular Meetings of the Board of Trustees.

July.....13	October.....12	January.....11	April.....12
August.....10	November.....9	February.....8	May.....10
September.....14	December.....14	March.....8	June.....14
June.....28			

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1	1914	1	1914	1	1914
2	1914	2	1914	2	1914
3	1914	3	1914	3	1914
4	1914	4	1914	4	1914
5	1914	5	1914	5	1914
6	1914	6	1914	6	1914
7	1914	7	1914	7	1914
8	1914	8	1914	8	1914
9	1914	9	1914	9	1914
10	1914	10	1914	10	1914
11	1914	11	1914	11	1914
12	1914	12	1914	12	1914
13	1914	13	1914	13	1914
14	1914	14	1914	14	1914
15	1914	15	1914	15	1914
16	1914	16	1914	16	1914
17	1914	17	1914	17	1914
18	1914	18	1914	18	1914
19	1914	19	1914	19	1914
20	1914	20	1914	20	1914
21	1914	21	1914	21	1914
22	1914	22	1914	22	1914
23	1914	23	1914	23	1914
24	1914	24	1914	24	1914
25	1914	25	1914	25	1914
26	1914	26	1914	26	1914
27	1914	27	1914	27	1914
28	1914	28	1914	28	1914
29	1914	29	1914	29	1914
30	1914	30	1914	30	1914
31	1914	31	1914	31	1914
32	1914	32	1914	32	1914
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